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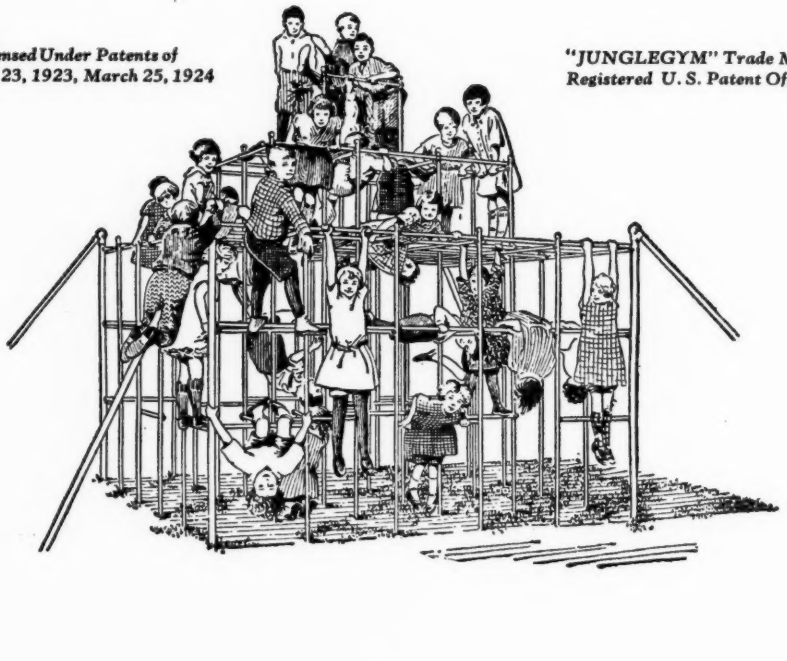

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Health Education and Its Relation to Physical Education

By

C. E. TURNER, Dr. P.H.

Professor of Biology and Public Health, Massachusetts Institute of Technology

IT is a privilege to address this group, particularly in Detroit, whose health department, under the direction of Dr. Henry F. Vaughan, is unsurpassed by the health department of any great city of the world, while its physical education program under Vaughn Blanchard is achieving national distinction.*

What is health education and what is its relation to physical education? What are the accepted objectives, the underlying educational principles, and the basic procedures of health education?

Health education aims to improve individual and community health through the development of desirable knowledge and practices in the health field. In the public schools it is a systematic program for providing in the child's day those experiences which lead to the development of habits, attitudes, and knowledge contributing to the best physical and mental health. Yet health is not an end in itself. It is because it is such an important factor in enriching life that it must be recognized as one of the central objectives of education.

The primary seat of health training is, of course, in the home, but the public schools should support the home in this task. Children who are receiving parental health training should not find those standards abandoned in the public schools and the few unfortunate children who are not receiving health training at home must look to the school for help. Such a program demands the participation and cooperation of every teacher, administrator, and specialist in the school system.

A classroom program is positive; activities are developed with pupil responsibility. Children are commended for their successes. They come to think of health as associated with conduct and not as a subject of instruction. The teacher makes full use of the power of example and the tendency of children to imitate those whom they admire. The children are helped to see that the ultimate reward of health practices will be found in growth, improved physical accomplishment, and other concrete evidences of health. Fundamental health habits are first developed and health behavior is always our first concern. Health knowledge is provided from year to year to meet the child's growing demands for the facts upon which health behavior is based. The capable teacher adapts her program to the particular group with which she is working.

In health, as elsewhere, *training* is necessary for habit formation. It may be as difficult to maintain a health practice at a higher grade level as it was to establish it at a lower grade level. In the program of health education which we have developed through classroom experimentation in Malden, Massachusetts, we have secured a fresh approach at each grade level in the following manner. In grades one and two the work is an informal habit training program based upon regular weighing, morning health inspection, the checking of health habits and other pupil activities. In grade three the program centers about a *health reader* which presents new material and suggests possible activities in connection with it. In grade four the emphasis is upon the *how* of health training, organized in the pupil's first real textbook in health which presents the idea of training, using training in athletics as a basis of comparison. In grade five the pupil for the first time begins to study the *why* of health practices but in terms of analogy from his own experience, not in terms of anatomy and physiology. In grade six the new material is the biological approach to *cleanliness* leading to a further study of individual health and cleanliness in the home. In grade seven the pupil leaves the subject of cleanliness in the home, on the farm or plantation, to consider new material in *community health* adapted to his broadening interests. In grade eight he has the training, maturity and interest for the definite study of the functions of the human body which will present a *physiological basis for health* as

* Address given at the Convention of the American Physical Education Association, Detroit, Michigan, April, 1931.

fully as can be done without the previous study of physics, chemistry and biology. In grade nine all girls are required to study *home nursing*. We have not yet developed a required course for ninth grade boys.

It is inevitable that such a program in the elementary schools should be primarily in the hands of the classroom teacher (under the best possible type of supervision) because she is the one person who is sufficiently close to the children over a continuing period to really affect their behavior. In the secondary schools health behavior will be promoted not only by the teacher of physical education and the teacher of hygiene, but also by teachers in other subjects.

In order to see how the health program is put into operation, in the elementary school, let us look at the task from the standpoint of the classroom teacher who sees three avenues through which health education can be made effective: I. Cooperative Activities; II. Routine Procedures; III. Classroom Instruction.

I. Cooperative Activities

By cooperative activities we mean procedures involving some participation or cooperation on the part of the teacher and contributing to health education although direct health education is not their main objective. These activities fall into six classes:

1. *The interpretation of the health education program to the home* is accomplished by the contacts of the teacher, nurse and principal with parents, and by demonstrations or school health activities to which parents are invited.

2. *The physical examination* provides an opportunity for very direct and personal health teaching.

3. *The correction of physical defects* is accomplished by the joint efforts of the teacher and the school nurse, and carries with it appreciable educational value.

4. *The prevention and control of communicable disease* is secured through the joint effort of school physicians, nurses, principals and teachers. The experiences and activities of disease prevention provide opportunities for sound health training.

5. *Physical activities of children* developed under the direction of a physical education staff with the cooperation of classroom teachers contribute to health directly. Success in such activities serves as one measure of health. The desire to succeed in physical accomplishment is a stimulus toward the development of health habits. The physical education program also contributes toward the development of personality, character, and mental health. The teacher who develops a close relationship between physical education and health training will strengthen both activities.

6. *Maintaining hygienic conditions in the school building* is accomplished through the joint efforts of principals, teachers, custodians and pupils. It has both a direct and indirect educational value.

II. Routine Procedures

Routine procedures through which health education may be developed are of four types:

1. *Weighing and measuring* school children for the sake of interesting them in growing is a sound educational procedure. Because pupils wish to grow they will improve their health behavior. The child recognizes gain in weight as a sign of health and, although failure to gain for a single month is not a matter of great concern, it is probable that the child who has failed to gain for three months or more should be given special attention to ascertain the cause. It is unsound to use underweight status either as a diagnosis of malnutrition or as an educational device in the stimulation of better health practices.

2. *The morning health review* is becoming a recognized part of most good health education programs. It centers about cleanliness inspection but it also serves as an opportunity for conducting "campaigns" for many hygienic practices and is an opportunity for detecting signs of incipient disease.

3. *The mid-morning lunch of milk or milk and crackers* has been found to be of both educational and direct health value to many children.

4. *Relaxation periods* by which children may break extended study through brief stretching exercises have been used effectively in many schools at periods of the day when more extensive activities could not be provided.

III. Classroom Instruction

Class instruction in health is of four types:

1. *The regular recitation period* in health or hygiene is of definite value and the use of at least one hour a week in this way from grade three to the end of the junior high school has been widely advocated. This recitation period is not merely for the purpose of imparting information, it is also an opportunity for centering and coordinating all of the health activities and projects which are under way. It gives definiteness, dignity and logical organization to health subject matter and to health training.

2. *Correlation,* or incidental health instruction while some other subject is being taught, is an important avenue of health education. Such correlation shows the pupil that health is a part of life, that it is something to be considered outside the hygiene class and that people generally recognize its value. Because of the natural interest of children in health, such health correlations frequently enrich the other subject.

3. *Various activities, projects, and devices* are a part of the health training program and are used at many levels of instruction with good effect. We refer to such activities as field excursions, the making of sand table models, the preparation of graphs and many others.

4. *Long projects or teaching units* in which the children undertake an activity covering a part of the time each day for several weeks, are being used more and more widely. Through the study of some life situation as a center of interest the child gains knowledge in all the subjects of the curriculum. Health is part of most life situations and therefore has a place in most of these teaching units.

Such a program as has been described has been found practicable in school procedure and a *contribution*

rather than a deterrent to general education. It is an agency which actually promotes better health behavior and improves the health of children. It has been shown[1] with statistical reliability that pupils under such a program grew more rapidly than pupils whose health training was neglected. This increased rate of growth took place in both height and weight, however, and did not produce an appreciable reduction in the number of underweight children.[2]

How will such a program be developed and administered and what is its relation to physical education? Opinions upon these points vary and the writer presents his own for what they are worth. It has been indicated above that physical education contributes to health and that it also contributes to skills, personality, character and the wise use of leisure. A director of physical education who gives to his superintendent, school board and community the belief that physical education has no contribution except health improvement, is doing an injustice to himself and to physical education as well as endangering the budget of his department. Let us dignify physical education with a full recognition of its complete educational import and value.

Health education in the elementary school, as carried forward by classroom teachers, does need coordination, stimulation and development through supervision. The supervisor of such a program needs sound knowledge in three fields:

1. *Health subject matter* in the fields of Physiology, Hygiene, Nutrition and Community Health sufficient to answer questions for teachers as well as pupil.

2. A sound knowledge of *educational psychology and classroom methods.*

3. A knowledge of the *activities of the various health specialists in the school system and the relationship of the classroom teacher to them.*

The qualifications of such a supervisor should be judged upon this basis. Such supervisors come from the fields of physical education, classroom teaching, nursing, and nutrition. It is not the "previous conditions of servitude" but the qualifications of the individual which are important to the superintendent. Obviously any school system will get a better and more unified health education program by placing it under the responsibility of the best available person than by placing it under the supervision of many persons whether nurses, physical educators or others, who are giving most of their time to some other activity. Instead of allowing many people to give part of their time in supervising health education the administrator should select the best health educator from the group and let that person give full time to this important activity.

In the secondary school the contribution of physical education to the health of the pupil is well recognized. It shapes his attitudes and to a large extent his practices. Some one in the secondary school will teach hygiene. In many cases this will be the physical educator, but we must recognize also that the physical educator is in competition with teachers of science or nutrition and perhaps also with nurses, for these positions. School administrators are going to use, and should use, the best qualified person available. The American Public Health Association has said that every worker in the public health field should have training in: (1) Physiology and Personal Hygiene, including Nutrition; (2) Bacteriology and its application to Public Health; (3) Public Health Engineering, or the Sanitation of the Environment; (4) Vital Statistics and Epidemiology; (5) Community Health Practices and Popular Health Education. These have been suggested as the divisions of basic and fundamental knowledge in the realm of health.

It should be recognized that the teaching of health unlike the teaching of elementary mathematics demands knowledge beyond the material which is being taught. One could teach addition without knowing multiplication, division, algebra or calculus. One cannot teach health upon the basis of knowledge which extends hardly beyond the rules of the health game. We do not want health teachers who do not know health any more than we want music teachers who do not know music.

The teaching of physiology, hygiene and sanitation in the secondary school is a teaching job. Some physical educators who have the scientific knowledge and the training in teaching methods will leave the activity program and accept such positions. Let us recognize, however, that a teacher may be thoroughly competent as a teacher of physical education without having in addition all of the desirable qualifications for a teacher of hygiene and public health. Let us not allow ourselves to be jockeyed into the position of believing that everyone who directs an activity program must have a degree in public health or into the equally fallacious position of maintaining that every physical educator, no matter how scanty his scientific background, is a capable instructor in personal and community hygiene.

Health education and physical education are two great and worthy professional fields which to some extent overlap. Physical education has values in the field of general education which health education lacks, while health education contributes to the physical and mental welfare of the child through other avenues as well as through physical activities. Every profession stands or falls ultimately upon the quality of the service which it renders to the community. Let us see to it that these two great forces in the schools of today stand shoulder to shoulder in promoting the health and education of childhood.

Muscular activities, as unimpeded as possible, are the best method of producing physical fearlessness in children, while mental fearlessness is the product of unhampered curiosity. Indeed, curiosity is to the mind exactly what muscular activity is to the body. It will be found that mind and body interact in these respects, and that the unimpeded activity which promotes courage also promotes a good digestion.—*Bertrand Russell.*

[1] Malden Studies on Health Education and Growth. C. E. Turner, Amer. Journ. Public Health. Nov. 1928.

[2] Precision and Reliability of Underweight Measurement. C. E. Turner, Amer. Journ. Public Health. Nov. 1929.

*The Place of Varsity Athletics in a Program of "Athletics for All"

By

FIELDING H. YOST

Director of Athletics, University of Michigan

AS active workers in the field of physical development and welfare of the youth of America I believe we are all intensely interested in an answer to the questions: "Where are we headed?" and "What is our future?" In attempting to answer those questions and amplify my remarks as I progress, I am going to draw upon more than 40 years' experience as a participant, coach and director of athletics, or physical education programs, call them what you wish. I am going to draw upon a not inconsiderable fund of information derived from close study and observation during this 40-year period with its changes, fluctuations and finally with a gradually dawning realization of what the future holds for us. During the past ten or fifteen years we have seen a marked change in the preparatory training and education of coaches and workers in the field of physical education. We can recall the time, not so far distant in the past, when the coach of football, for example, was a seasonal employee and often lacking in those essential qualities of education, character and influence which make the athletic coach of today a real builder of men. Today, I am happy to say, nearly every high school, college and university in America insists that its "coaches" shall be graduates of recognized colleges or universities. They go further than this: they likewise insist that all coaches shall be positive characters, not negative.. influential agents for good and not evil; inspirers of youth and not merely instructors in a limited academic sense. We can recall the days—or at least we know of them by hearsay—when the dentist had little or no professional standing. Today, the profession of dentistry is universally considered as one of the higher, scientific professions and we have developed the dental curriculum to the point where six or eight years study are required for graduation. The profession of engineering was likewise considered a mere type of vocational training for the mechanic. Today the Doctorate in engineering subjects is an important degree in this highly specialized and highly developed phase of technical education.

These developments have come to mean that every faculty man of a departmentalized university is placed on more or less the self-same plane. Generally the physical educator is no longer thought of as a coach or gymnasium instructor, but enjoys full academic rank and privileges with his fellow workers in educating youth. Calling a man coach, teacher, instructor, professor or what not, does not, after all, change the basic fact that he is a teacher with certain work to do. Indeed, I might pause to remark that in my opinion, the coach of a competitive athletic team has the hardest teaching job of all, for he must not only instruct in the technique of his specialty, but must also see that his pupils are able to put his teachings into immediate practice. A law student may prove brilliant in the classroom and a dismal failure as a practitioner, but his instructors have finished with him by that time. The coach on the other hand, must not only instruct, but also see to it that the right use of his instruction is made instantly. There is no time to hesitate on the athletic field. If the boy hesitates the opponents will place the score on the score board.

Physical education departments have been established in practically every college and university in America. The importance of our work enjoys official recognition and its status is constantly being raised in the opinion of all. Athletics, whether intramural, intercollegiate, formal or informal, all have a common purpose and the growing tendency is to group these various subdivisions of effort under one guiding head for purpose of administration and supervision. These departments are just one of the many departments of the modern university, wherein all contribute in some manner to the betterment of those studying in them. Furthermore, many of our universities have established professional schools to fit students to become leaders in our professional work. We have four-year courses designed to fit men for our work. Many universities have also established special summer session courses and made them available to active workers in the field, through which teachers may keep abreast of the times.

It seems to me that there are three fundamental questions that should be asked about a man before he

* Address given at the Convention of the American Physical Education Association, Detroit, Michigan, April 1931.

is entrusted with the responsibility of coaching boys. The first question to be answered is: "What manner of man is this? How does he think and act? Is he sound and clean and fine so that his influence will be inspiring and uplifting? Will he set a fine example—not by *posing* but by *being*—the sort of man we want each of his boys to be?" If these questions cannot be answered favorably, stop then and there. No other qualities can supplant the fundamental quality of character. The next question is: "Just how well does he know what he wants to teach? Is he thorough?—or superficial? Is he progressive or reactionary? Is he original—or without imagination? In short, can he bring with him a thorough, solid knowledge and will he keep that knowledge constantly abreast of changing conditions?" And finally: "Can he teach others what he knows? Can he take knowledge, add expressiveness and impressiveness of speech and action, season it with enthusiasm and give his students something that will not only be easy to grasp but also *pleasant* to master?" Surely the athletic coach of today must measure up to rigidly high standards of both education and essential manhood. Any profession so exacting and so demanding is being built upon the bedrock of education and must continue to grow and elevate itself to constantly higher planes.

I believe that the antagonism found in the case of some educators to athletics in general and to the field of work of the coach in particular is due to misinformation, particularly as this antagonism directs itself toward football.

It is most evident that many opinions of overemphasis in intercollegiate sports are dictated by the size of gate receipts, which are the reflection of interest by the graduates, undergraduates, and the public. Actually, football draws most of the gate receipts, but is less emphasized from point of time required of its participants than almost any other sport. Some facts and figures may be interesting. The Michigan football team last fall reported on September 15 and played its final game with Chicago on November 22, approximately nine weeks later. The players were absent from the campus two college days during this period—the Fridays before the Ohio State and Harvard games. A crew season, not counting five or six weeks of fall rowing, will last from January to the last of June, more than five months. The baseball season will run for a period of four months. The track season will run from December to June 1st; tennis, all of fall and spring that outdoor work can be done. Now, in many places there are indoor courts where practice is continued through the year.

Facts and figures of this sort cannot be contradicted. Football should not be condemned because of "the time it takes." Other games, which consume several times the hours given to football, are seldom, if ever, criticized. I believe in the final analysis criticism of football is largely due to the fact that it is of so much interest to a large number of people.

Many educators whose antagonism to intercollegiate athletics is based upon the so-called "overemphasis," point to the system employed in England and notably at Oxford and Cambridge. Let us examine the athletic programs in vogue there and compare them with our own. Let me quote as follows from a report recently made to President Lowell of Harvard by the Committee on the Regulation of Athletic Sports: "There are many whose idealistic conception of college athletics is a purely intramural program with possibly one final game. The example most quoted (and incorrectly quoted) is England, where there is supposed to be only one important game each year in each sport between Oxford and Cambridge. In academic circles especially, this notion has become fixed. The only trouble about this is that it is not true."

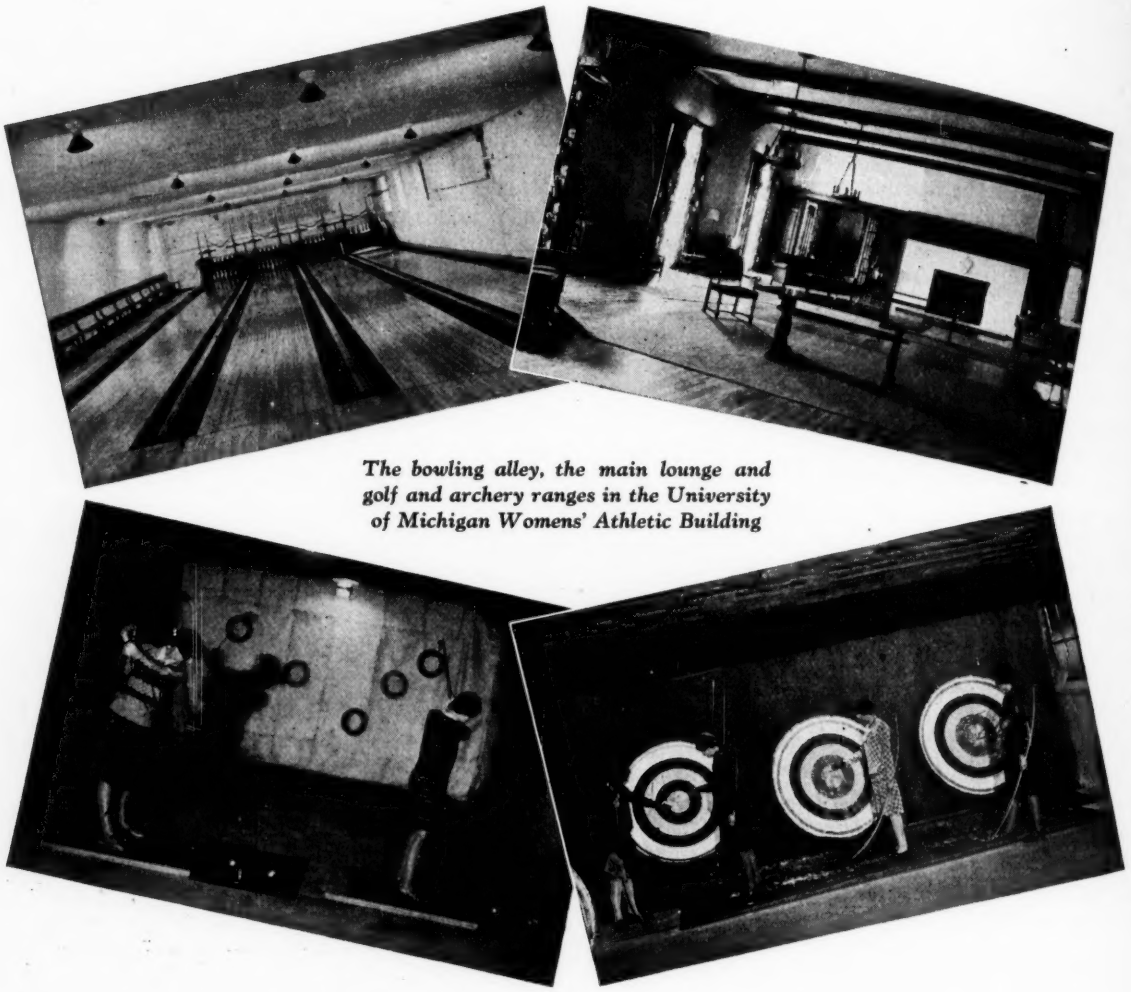
The facts are, as reported to me, as follows: In cricket, the average number of contests in addition to the final game is fourteen, the season lasting from May until the middle of July. In cross country there are usually a dozen contests. In association football there are twenty, in rugby there are twenty-eight, in golf there are twenty, in hockey twenty-five, in lacrosse fifteen, in lawn tennis fifteen and in swimming twelve. In rowing the sport is so strenuous that rowing men take up practically no other sport at the university.

My informant further states that after the Oxford-Cambridge rugby match last fall the stars of the team went out for international honors and, although the Oxford-Cambridge contest was played shortly before Christmas, these stars were playing the following winter against teams from France, Ireland, Wales and Scotland. The spectator capacity at Twickenham, where many college rugby games are played, is more than 100,000.

Quoting from the Annual Report of the Board in Control of Athletics of the University of Michigan: "If football had actually within the University an importance with reference to its other activities that may be indicated by the space given to the sport by newspapers as compared with that given to academic interests, then indeed one would have to admit that football occupies too large a part of the picture. The fact is that the students and faculty take their football with a sanity that surprises the outsider. Saturday afternoons during October and two-thirds of November come and go, the team wins or loses, and precious little sleep is lost by the university community. Most of that which is lost is due to entertaining the visitors who like to pick such occasions for their annual visits. Those writers who have pointed out that college students do not take their football as seriously as was the custom twenty and thirty years ago are right, and this has been a wholesome change.

"Most of the basis for the charge of overemphasis is afforded by those few institutions which have been willing to extend the football season beyond the usual date for final games. If every educational institution in the country were to declare that it would not play football after the last Saturday before Thanksgiving and would then stick to it, most of the occasion for the overemphasis charge would disappear.

"To say that football is played in order to furnish a spectacle or to raise money is to misstate the case. It



The bowling alley, the main lounge and golf and archery ranges in the University of Michigan Womens' Athletic Building

much more nearly accords with the facts to say that we play football and as incidental thereto we take money from those who are not only willing but anxious to pay for the privilege of seeing the game. To make more clear what is meant one need only refer to the fact that the game as such is essentially the same, except as changes in playing rules have modified it, as it was when the spectators stood about the field or sat in carriages. The game would be the same if the stands were empty or open only to students. One cannot get much aroused over the fact that we take large sums of money from people under such circumstances. The part about the money that is most important is its wise spending for university purposes. One fact in this connection speaks volumes; even with football income running over a half million dollars Michigan has spent on coaching, traveling, equipment, etc., only about $40,000.00 per year."

With characteristic good sense President Hibben of Princeton recently said, "The fact that football is a source of considerable revenue which provides the expenses of other undergraduate sports need not, however, be construed in itself as commercialism of the game . . . Just so long as the games are played with institutions having comparable standards of eligibility and with whom undergraduate teams would normally compete even if there were no spectators or admission charge, I think danger in this direction will be minimized."

The argument is often advanced (just why I am at a loss to say) that there should be no admission fee charged to see a game of intercollegiate football. Let us briefly examine the source of moneys which are contributed from all sources whatever to make possible the varied activities of the college man or woman. In the first place, we find our colleges and universities receiving gifts and endowments. Next we find them receiving incomes from general taxation. There are student fees, including matriculation fees, tuition fees, laboratory and shop fees and admission fees for lectures, concerts, athletic contests and those attractions which make college life so rich in opportunities for recreational and cultural advantages. If the college band may charge an admission fee to a concert in order to raise funds for its self-perpetuation, why may not athletics do the same? What difference does it make after all? The same father whose son attends college will pay for it all in the final analysis. Is it a crime for athletics to pay their own costs?

The growing tendency to group all athletics under one guiding head has grown from the conception that all athletics have a common objective, that of improving

the physical condition of students and giving them, as their heritage from college days, the love of some one or more sports so that they may continue on the happy road of health through the years to come. The greatest mistake an athletic administrator can make is to force a boy to engage in a sport that he does not like. If a boy doesn't care for football, he should never engage in the game. Golf may suit him better and if so, he should be given the privilege of playing golf. Let us quit talking about any particular sport, but offer a game for everyone so that a boy may find his game and play it. In order to organize a program which will appeal to every student, a great variety from which to make selection is of course necessary. Furthermore, the various seasons—spring, fall, and winter—must be considered. As fall changes into winter and our outdoor playgrounds are abandoned until spring, suitable indoor facilities for a variety of health-building activities must be made available. In order to provide these facilities for a university like Michigan, for example, with its 15,000 students annually—men and women —of all types and tendencies, the real test comes. But before any program for such an institution can be inaugurated, funds of considerable size must be had.

Our great football stadium is the key to the situation at Michigan. From the revenues derived from the stadium, Michigan has been able to expand her physical education facilities to the point where we have intercollegiate teams in football, track, baseball, wrestling, swimming, fencing, gymnastics, cross country, hockey, golf and tennis and one of the most pretentious programs of intramural athletics in the United States. At Michigan, during the past ten years, the proceeds from football have not only financed the stadium itself, but artificial ice skating facilities, a women's athletic building and field, an intramural sports building costing $745,000, intramural athletic fields, an intramural golf practice area, additional tennis courts, 75 in all, and finally one of the finest golf courses in the United States, costing $349,000.

Critics talk about the "big business" of football. Yes, I agree to the term, because when one undertakes to develop such a health-building program for so many thousands of young people, "big business" efficiency must be used. If football is not to furnish the funds, where will the money come from? We can do nothing without it.

Making "athletics for all" a reality is a great problem. There are numerous subdivisions to the general problem. In the first place, the financial problem must be solved. Provision must be made for the financing of the physical equipment, for its maintenance and operation and for its supervision. A well-balanced program of intercollegiate, intramural and formal units must be planned so as to fit all the needs of the students. The plant must be easy of access—close by the campus where it can be reached without loss of time. Scholastic schedules should be arranged so that the plant may be used during the entire day. Should students be available only three hours per day, then the plant and its supervisory force must be all the larger.

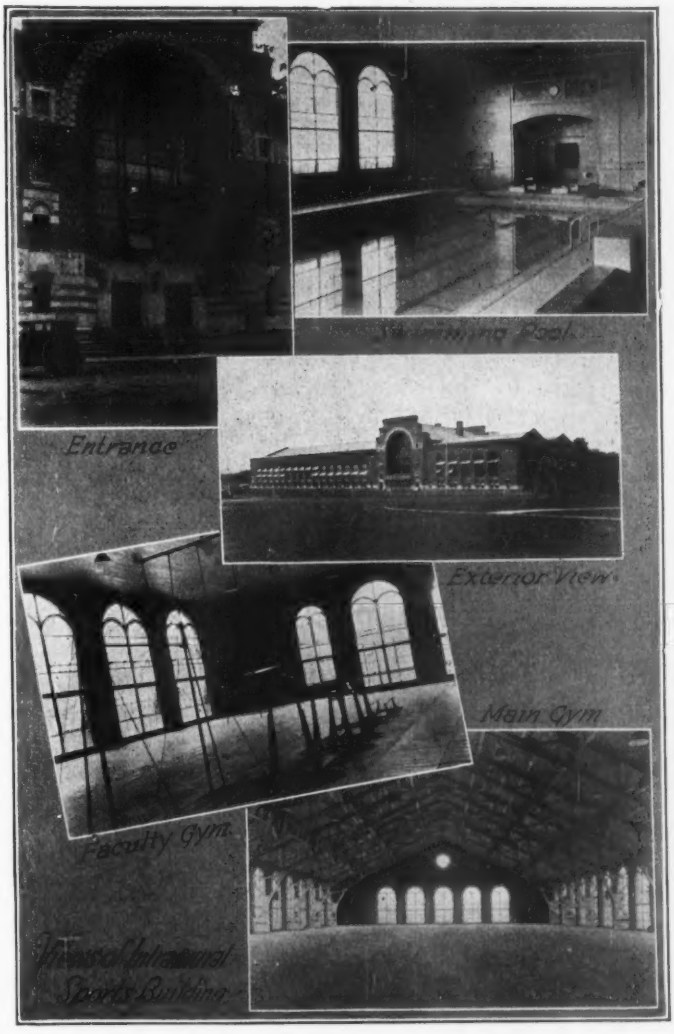
Athletics and physical education and supervised recreation and play are today vital units in our educational program. Practically every high school, college and university in America today has a department or a head for the supervision of these programs. From the days when the athletic contests had no more to do with the college than a game of billiards played in the nearby college pool room, athletics have grown, hand in hand, with physical education and intramural activities, to be a very important educational field.

Possibly no other single phase of education has invested in lands and buildings so many millions of dollars as ours. Our programs serve the needs of students of all departments, as well as those of our faculties, all through the various seasons of the year.

Before closing may I quote from George E. Johnson of the Graduate School of Education of Harvard University, in reference to the education of the emotions through games, play, etc:

"The emotions which, in the last analysis, are the generative forces back of all behavior, are but slightly

(Continued on page 62)



Intramural Sports Building, University of Michigan

Twenty-one Milestones

Some High Spots of the Past Year in Physical Education

By
JAMES EDWARD ROGERS
Director, National Physical Education Service

ALTHOUGH not an event of the past year special mention must be made of the health and physical education report in the Sixth Year Book of the Department of Superintendence (1928) on the Curriculum for Health and Physical Education in Junior and Senior High Schools. This is a most significant report and sets up standards adopted by the Department of Superintendence. It is a milestone that marks the growth of physical education in the field of education.

1. During the past year some very fine health and physical education plants have been constructed in connection with the building of junior and senior high schools. Special mention must be made of the health and physical education plant of the Trenton Senior High School, which includes two mammoth gymnasiums, two auxiliary gymnasiums, two swimming pools, a laundry, and a health wing for the doctors, dentists, nurses, etc. There will be about twelve physical educators to take charge of this large plant and provision has been made for a daily period program. It is one of the most complete layouts in the country. Mention also must be made of the splendid plant recently constructed at the Murphy High School, Mobile, Alabama. It includes two boys' gymnasiums, one girls' gymnasium, corrective gymnasium, and a varsity room. It has a swimming pool 25'x75' in a special annex, a health suite with adequate facilities for use of the school doctor, dentist and nurse, and also spacious offices for instructors and coaches. It is a splendid building, well lighted and ventilated and equipped with shower and locker rooms. It is one of the finest layouts in the southland. There are many other instances of splendid health and physical education plants built this past year.

2. There has been an increase in the growth of outdoor areas such as the 150 acres of the Greensboro, N.C., high school and the 65 acres for the high school at Columbia, Missouri. Cities like Detroit, Harrisburg, etc., are making ample outdoor provisions for adequate physical education programs.

3. During the past year or two there has been a remarkable growth of new women's physical education buildings in connection with colleges and universities. They are well equipped and meet the growing needs of women's departments of physical education. Special mention must be made of the buildings at the University of Washington, Seattle; University of Oregon, Eugene; University of California, Berkeley; University of Texas, Austin; University of Illinois, Urbana; and University of Florida at Tallahassee.

4. In the past year or two we have seen the construction of splendid field houses in universities and colleges for men. The field house of the University of Minnesota is outstanding. It is famous for its immense size, its plan and construction. It is worthy of study. Special mention must also be made of the field houses at Yale, Michigan, and the Universities of Pennsylvania and West Virginia.

5. There has been a marked increase in the number of trained full time teachers of physical education. There has been a steady growth in the number of certified teachers. The state of Pennsylvania has shown a remarkable increase in the past two years. Today it has a total of 1187 full time teachers and 620 part time teachers making a total of 1807 teachers of health and physical education. A year or two ago the city of Detroit had 500 teachers. Today it has 610 teachers.

6. Another outstanding event of the past year has been the creation of a large Department of Health and Physical Education in Kansas City, Missouri, which includes these four bureaus: (1) Health Service, the work of the doctor, dentist and nurse; (2) Health Education—hygiene teaching; (3) Physical Education; (4) Athletics. Mr. A. O. Anderson, a physical educator, was appointed director of this department.

A number of superintendents of our large cities are planning to coordinate all the school health and physical education work under one department and in every case they are contemplating placing one who is trained in physical education as head. For instance in Wichita, Kansas, the Health Service Department with a doctor at its head was placed under Strong Hinman, Director of Health and Physical Education. This is a tendency throughout the country.

7. A most significant event was a ruling by the State Board of Education of Pennsylvania that physical education was an accredited high school subject and to be accredited a high school must give a minimum of 150 minutes a week and employ a state certified physical educator. This meant the employment of trained physical educators by many high schools which although accredited did not meet these standards.

8. Another significant achievement has been the requirement by the departments of physical education in three states that all coaches must be certified as regular teachers on the faculty and must have a minor in physical education ranging from 15 to 20 semester credits.

9. The abolition of the National High School Basketball Championships held at the University of Chicago was an important event.

(Continued on page 63)

A beautiful view of Burr Playground, Newton, Mass.

Some Essentials in Playground Planning

By
ERNST HERMANN
Playground Planner, Superintendent of Playgrounds, Newton, Mass.
Director Sargent School of Physical Education, Boston University

IT IS important in the planning of a Play and Recreation System to bear in mind that every community has its own individuality and that play and recreation is a very personal matter. No standard system can be designed which would effectively meet the needs of every city or town in any country.

Education can be more or less standardized especially as far as its buildings and laboratories are concerned even though we are now beginning to agree that education must be made more flexible to meet individual variances. In education we can use standard buildings and standard tools in almost any climate and for practically all social groupings, because education is concerned with the object of making each individual self supporting.

When play is used as an educational force we think first of all, of its mental significance, next of its physiological influence in the development of physical health, and finally, as an agency for acquiring social and civic virtues. Thus we may standardize plays and games and sports and the physical equipment needed for this practice. Thus we may also agree on standard sizes and types of play areas and thus also formulate some standard rules which must govern playground layouts and designs, if they are to give us maximum and optimum returns. But a play and recreation system must be adapted to local needs and these are conditioned by the types of local grouping, by municipal organization, by natural resources, by topography, by climate, and by predominating business and other institutional developments.

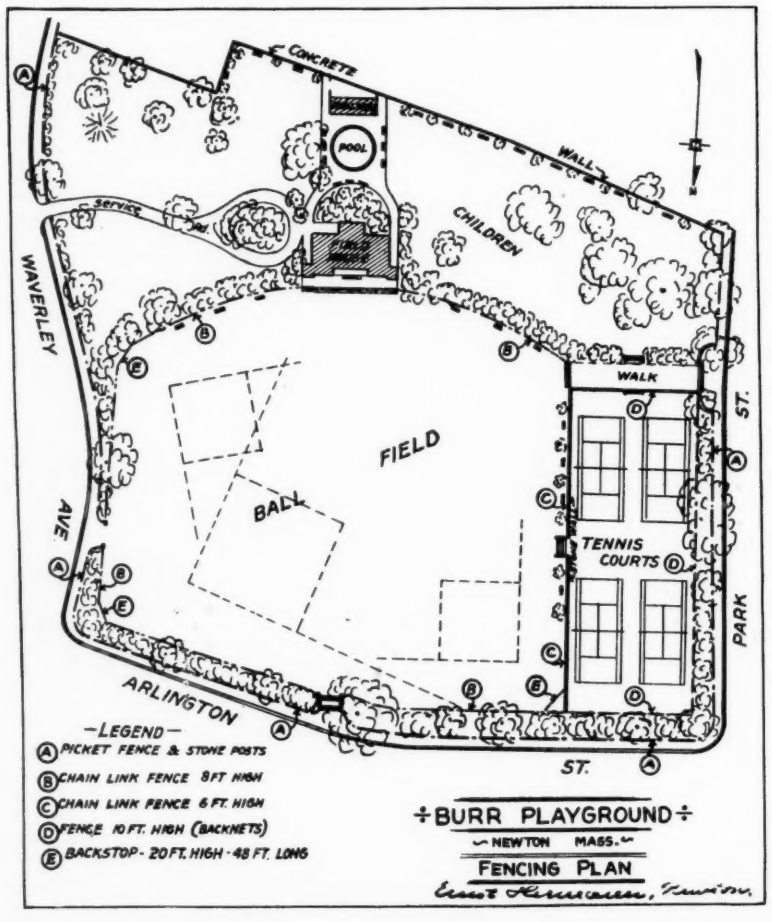
True play and recreation is becoming more and more a means of preserving our biological inheritance. It is the greatest humanitarian force in all our lives. The closer to nature and racial experience, the greater is its influence upon our bodies, our minds, and our souls. But it is an individual problem—to create a favorable environment which will help us to a richer and fuller life beyond a mere existence and our duties to our families and to our dependents.

What is true of entire playground and recreation systems in a given community holds true to a certain degree in the planning of individual playgrounds. The neighborhood's needs must be the determining factor in what the layout and equipment shall be. Of course, all these factors should be taken into consideration at the time when the land is selected, but this is frequently neglected, and altogether too often it becomes a matter of making the best of the size, the shape, the topography, and the other natural handicaps or aids. Shape, topography, and natural development become increasing handicaps the smaller the total available area is.

Brooks, hills, trees, ponds, and rock ledges may become a great asset in a fifteen to twenty-or-thirty-acre neighborhood playground, but the same condition in a ten acre lot may prevent the laying out of any kind of

regulation playing fields. I do not want it inferred that brooks and hills and rocks on a ten acre lot or any sized lot would absolutely prevent the laying out of a useful and attractive playground. There is little in natural handicaps which modern engineering skill cannot overcome, since we can and do blast away rocks, remove hills, and cover up brooks; but the cost is frequently prohibitive, at least as far as present day appreciation of the value of any playground is concerned in almost any American city. Yet in Newton we have recently spent forty thousand dollars to build a concrete viaduct to eliminate an open brook on a five acre playground in order to gain playing space and to eliminate danger and handicaps to various kinds of ball play.

Here, then, is one of the most important rules which every city and town must learn. Look twenty-five to fifty years ahead. Calculate where open spaces must be preserved and on or near such calculated spots buy land for park and playground purposes. If you buy over fifteen acres, even a hill and a few acres of swamp land or a brook or some ledges may become an asset. If you plan, however, a twenty acre athletic field for a high school accommodating 1,500 to 1,800 boys and girls, you should look for level land because all our standard athletic games and sports need level playing fields. Newton placed three fine buildings, a classical, a technical and vocational, and a general building on a twenty-three acre lot. The entire lot was not bought years ago. There was first the Classical High School, then they acquired a small athletic field by gift. Next to this they erected the Technical High School. Then the City bought more land for another building and for a real athletic field. This was done in response to the best modern-education maxim: "Athletics for all, not only for the varsity teams." There was quite a hill in the middle of this plot, approximately 150,000 cubic yards of gravel above the otherwise level field. The hill was covered with beautiful trees. However, it was necessary to provide three football fields, two girls' hockey fields, four baseball diamonds, a quarter-mile running track, with a 220-yard straightaway, eight tennis courts, and many other game courts and places for field events. We removed the hill. We used this cut for filling elsewhere. The cost was worth it. Forty years ago few people thought of the physical and recreational needs of the children of a modern city. They did know or should have known, and the government should have known, that a city should have open spaces, should preserve nature, would need more schools, etc. I could give innumerable examples of costly shortsightedness of our late forefathers, our late municipal and state and national governments. I have, personally, made a number of prophesies in a large number of communities over ten, twenty, and thirty years ago which have come true. I will repeat them again at this time. The American people must have, and will have, playgrounds and recreation parks.



If you do not make an immediate survey of your city or town, if you do not calculate the growth of population and its direction for the next twenty-five or fifty years, and now or as soon as possible acquire open and suitable spaces, you will double and quadruple or more than quadruple the cost every ten to fifteen years for the space the people will need and will demand.

In America we have generally accepted five types of playgrounds. The *play lot*, of which there should be, if possible, one in every block, is used mainly for children of pre-school age — size, 6000 sq. ft.; the *neighborhood playground* should consist of six to ten acres every quarter mile; the *district playground* should consist of about twenty acres in every mile; and there should be one *recreation field* of not less than thirty acres for every fifteen thousand inhabitants as well as a *recreation park* of not less than seventy-five acres for every fifty thousand of the population of a city. This is, I believe, reasonable and is attainable in all new municipal expansion. Much can still be done in old districts, in the ever changing types of American cities. This requires, of course, the desire and the will to make living in cities normal again. I am personally convinced that the best of future Americans will want to live again much closer to nature. I believe that they will use the city for

Playgrounds can be "Beauty Spots" of a City

business only, and that they will live outside the city if they cannot find homes with natural settings within the city.

Another general rule which we might as well adopt in playground planning is in the interest of our schools and the education of children, and of economy. Physical education, education through play, education for leisure and for good recreational habits is becoming a recognized function of the public schools. Athletics and sports for all is beginning to be the rule in every progressive school system. Physical training is no longer considered merely a means for promoting physical health during the growing years or a therapeutic agent to maintain or recover physical well being, but it is rather the *principal means of education for complete and successful living.* Every school must, therefore, have playgrounds and other laboratories for a great variety of physical tasks. It was for this reason that we formulated some years ago a standard for American school playgrounds as follows: for every grammar school accommodating from 400 to 500 children not less than six acres; for every junior high school with 500 to 700 children not less than ten acres; for every high school of 1200 students not less than twenty acres. These standards were accepted by the National Recreation Association about six years ago. These standards are not only being met by all progressive cities but many have individually adopted larger standards.

Since this is evidently a sign of progressive school methods throughout America, it is another reason why we must not only look farther ahead in city planning, but we must also plan for a wider use of these school playgrounds. We must not allow the same mistake as we have made and are still making in planning school buildings only for school use, or school playgrounds only for school children during school hours or only for children. A very much larger use can be made of school buildings and of school playgrounds, if both are planned on an overlapping and extending basis of use by the neighborhood. If layout and design of either are properly planned, properly constructed, adequately maintained, and intelligently supervised, such a plant becomes the most efficient and economical agency for social progress in any community. It is, therefore, important that we develop cooperating and coordinating agencies for the efficient development of this, the most important branch of social and civic welfare.

I do not hesitate to make this statement as a most important factor in the development of a City of Happy Homes: *A playground properly located, properly designed and laid out, properly maintained and properly supervised, is the greatest real estate asset a city has.* This will become increasingly the mark of progressive cities and efficient municipal government. Our children and children's children will judge us by the use we have made of preserving or of enhancing our natural resources.

American education has never failed. It is now educating for physical, mental, and social health, and for love of nature. It is basing this upon our biological

(Continued on page 47)

Presentation of Fellowship Awards

By the American Physical Education Association

A PROMINENT feature of the National Convention at Detroit was the presentation of the diploma "Fellow in Physical Education" to a selected list of men and women who, in some way, have won recognition for distinguished service. The occasion was made a delightful and dignified event of the opening program by an enthusiastic but respectful audience and the cordial and gracious greeting extended to each recipient by the President, Miss Mabel Lee.

Brief extracts from the biographies of the Fellows were read by Miss Lee.

Of the distinguished group, Amy Morris Homans was accorded the honor of being the first to receive the diploma. Escorted to the platform by Dr. James H. McCurdy, this beloved lady of eighty-two years, smiled her sincere appreciation and joy as the audience arose in acclaim.

Miss Lee introduced the ceremony with the following presentation address:

> "There is a tide in the affairs of men,
> Which, taken at the flood, leads on to Fortune;
> Omitted, all the voyage of their Life
> Is bound in shallows, and in miseries:
> And we must take the current when it serves,
> Or lose our ventures."

The American Physical Education Association has at last decided to take its tide at the flood so that it will lead on to Fortune, so that we will never more run the chance of losing any ventures through a failure to do honor where honor is due. Therefore into our new constitution we have written this clause:

"The National Association may honor individuals for meritorious service in the profession of physical education or in allied fields of science and education by electing such persons as "Fellows of the American Physical Education Association."

For years other organizations have so honored certain of their members. Last year under the inspiration of our president, Frederick W. Maroney, it was finally decided that we too would pay tribute to those who have served our profession well; not only tribute to our own members but also to those of allied fields.

We are all happy to have come at last to the decision to do honor to those whom we esteem while they are still alive.

Our Honors Award Committee has been led by Allen G. Ireland, the State Director of Physical Education for New Jersey. We owe him and his entire committee deep thanks for their painstaking work in this cause. Their recommendations to the Council have been made after earnest and careful research and the Council in a spirit of great humility and solemnity has made its final selection of persons who shall receive this Honor Award.

Since we have been slow in public acknowledgment for so long a time we are making a number of Awards. Ordinarily we will honor as Fellows very few each year.

And now there falls to my happy lot as President, the great privilege of conferring in person these honors in behalf of the American Physical Education Association.

Amy Morris Homans

Miss Homans is Professor Emeritus of Physical Education at Wellesley College. Her early labors on behalf of physical education were given to the development of the Boston Normal School of Gymnastics which later through the efforts of Miss Homans became the Department of Hygiene and Physical Education at Wellesley. An army of leaders with the ideals and love of their profession at heart has been Miss Homan's contribution. A work well done and reaping its reward a hundredfold.

John Brown

Senior Secretary of the Physical Department of the International Committee of the Y. M. C. A.

Also has a counselling relationship to the Y. M. C. A. physical education program in other countries, and in this connection has visited 26 different countries in recent years.

Had extensive administrative experience in Y. M. C. A. work during the World War, being General Supervisor of War Work at home and overseas for the Canadian Y. M. C. A., and while in France was made an Honorary Major in the Canadian Army.

Dr. Brown was appointed by President Coolidge as one of the four official delegates representing the United States at the International Congress on Physical Education and Sports at Prague.

Elizabeth Burchenal

Miss Burchenal was responsible for the introduction and development of the Folk Dance movement in the United States which, in turn, presented fresh resources and initiated new methods in Education, Recreation and Human Relations. .

Among a lengthy list of notable achievements, Miss Burchenal's present work stands out prominently. As chairman of the United States Section of the Permanent International Commission Folk Arts of the League of Nations, she is attempting to formulate plans for the permanent protection and promotion of the folk arts of all civilized nations thus contributing to the world powers working for international peace.

Miss Burchenal was appointed to represent the United States government at Rome and Prague on the program of the International Congress of popular Arts, convened by the League of Nations. Miss Burchenal

is unique in her field, being the one person devoting her life to this particular service in the United States. The achievement is all the more remarkable in that she is carrying it on virtually single-handed by sheer force of genius and devotion to a purpose while in other nations the movement is supported by the national government.

For her work, Miss Burchenal was cited by Ida M. Tarbell in the *New York Evening World* as one of "Fifty Foremost Women of the United States."

Lydia Clark

Known from coast to coast by teachers of physical education in public schools because of a happy little practical book she once wrote.

But honored here as a leader in the training of professional teachers, particularly as co-organizer of the new professional department at Ohio State University, and, in the past, as organizer of the physical education department at Illinois State Normal University.

Not the least item to her credit is the organization of the Illinois League of High School Girls' Athletic Associations.

She is a past president of the National Society of College Directors of Physical Education for Women.

Louis J. Cooke

Director of Physical Education for men, University of Minnesota.

Organized and directed the first Department of Physical Education at the University of Minnesota.

Has been a leader in physical education, whose influence has been felt throughout the middle west.

Gertrude Dudley

Director, Department of Physical Education for Women, University of Chicago.

A teacher of physical education since 1895 and since 1898, director for women at the University of Chicago.

During the World War Miss Dudley was Director of Health and Recreation training for canteen workers who were sent to France by the Y. W. C. A.

Eugene Clarence Howe

Professor of Hygiene and Physical Education, Department of Hygiene and Physical Education, Wellesley College.

Being honored for extensive scientific research on behalf of physical education but particularly for his ability to inculcate the scientific point of view in his students.

Henry F. Kallenberg

A pioneer with a wide range of experience.

Organizer of the Cook County Amateur Athletic Federation.

Director, Department of Physical Education, Y. M. C. A. College, Chicago, 1896-1916.

War Service as director of physical education at Camp Grant and then overseas with the Army of Occupation.

Had charge of mass games at the Inter-Allied Athletic meeting in Pershing Stadium, Paris, 1919.

Alvin F. Kindervater

Director of Physical Education in the Public Schools of St. Louis since 1902.

A pioneer of physical education in the mid-west, the far-west of his young manhood with 49 years of teaching physical education, never losing a day.

Fifty-five years a member of the American Turnerbund and thirty years a member of the American Physical Education Association, tells the story of this man's part in the development of physical education in this country.

He was one of the original group that introduced physical education in the Chicago public schools. His record with the Turnverein is replete with events of national and international significance.

He is a past president of the Physical Directors' Society of the American Gymnastic Union.

James Huff McCurdy

Director of the Physical Education Department and the Graduate Department of Physical Education at the International Y. M. C. A. College, Springfield, Massachusetts.

Has been Professor of Physical Education at Springfield since 1895 and for longer than that its best known alumnus.

Throughout the pioneer days of the Association and the Review, in times of strife never faltering or complaining, Dr. McCurdy shouldered the burden and carried on.

The Doctor's deeds honor him. It is more fitting on an occasion such as this to honor the man. Loved and respected by all Springfield graduates, it is through their hearts and hands that his influence has been extended to a legion of youth.

Gertrude Evelyn Moulton

Director of Physical Education for Women, Oberlin College.

Dr. Moulton's field of service has included public schools and college. In the latter, she had been an outstanding leader in physical education for women, and is at present the National President of the Society of Directors of Physical Education for Women in Colleges and Universities.

James Naismith

Professor of Physical Education, University of Kansas.

Is being honored as the inventor of basketball and for long service as a leader of young men.

Julia Anna Norris

Director, Department of Physical Education and Health and Advisor to Women, University of Minnesota.

Dr. Norris has labored well in all fields — public school, normal school, college, and university.

For the girls of the nation she served as chairman of the committee that composed the original resolution

which became the platform of the Women's Division of the National Amateur Athletic Federation.

Dr. Norris has a keen and unfailing interest in humanics and all civic affairs. She is spoken of endearingly by associates and students who recognize the zest, purpose, and vision she brings to her work.

ETHEL PERRIN

Associate Director, Health Education Division, American Child Health Association, First Chairman of Executive Committee of Women's Division of National Amateur Athletic Federation.

It is peculiarly appropriate to bestow this honor upon Ethel Perrin in the city of Detroit, where from 1919 to 1923 she was Director of Physical Education in the public schools.

Ethel Perrin has a long and worthy record, any feature of which would stand out alone as deserving of any recognition the profession and this association can give.

WILLIAM REUTER

Director of Physical Education, Public Schools, Davenport, Iowa.

From the Turnverein in 1878 to the public schools of today, William Reuter has hewn a path to success and love of his fellows by his own efforts. It is said that his leadership and inspiration has had profound influence in the development of physical education in the middle west. It is fitting now to acknowledge the influence he exerts in the east, south, and far west as well.

CHARLES WINFRED SAVAGE

A professor of Latin and the Classics and a musician who turned to physical education for his life's work.

He is known as a practical idealist, one who fights for ideals, as exemplified by his determined stand for sportsmanship and his efforts in the field of intercollegiate athletics.

CARL SCHRADER

Among various types of services, Mr. Schrader's most notable contributions were 17 years on the faculty of the Sargent School, 16 years as instructor in physical education at Harvard University, and since 1922 State Supervisor of Physical Education for Massachusetts.

He holds the Ling Foundation Medal for altruistic service to the children of the country.

In the words of his biographer, Mr. Schrader's most outstanding attributes are his unfailing love for his profession and his faith in and understanding of children and youth.

AMOS ALONZO STAGG

A veteran who needs no biographer to recount his deeds or list his host of friends.

BLANCHE TRILLING

Director of Physical Education for Women, University of Wisconsin.

Organized the professional course for women teachers of physical education at University of Wisconsin.

Promoted the first meeting of the Athletic Conference of American College Women.

Has held many offices.

In war work—was district representative in charge of girls' work in camp cities of the mid-west.

JESSE FEIRING WILLIAMS

Professor of Physical Education, Teachers College, Columbia University.

Vice President, American Physical Education Association.

Author, professor, student.

A philosopher profoundly interested in his work and in his fellow man.

GEORGE WITTICH

A magnificent record in the Turnverein and the public schools dating from 1885.

While supervisor of physical education at St. Louis he was the first to introduce the public school field day with its impressive mass drills.

He was among the first physical educators to advocate intramural and mass athletics for which he received much criticism at the time.

AUGUST ZAPP

A pioneer of physical education in the mid-west, first in the Turnverein and then in the public schools.

August Zapp was one of the first group of physical education teachers in the Chicago public schools.

He is now retired from active teaching.

CARL ZIEGLER

Director of Physical Education for many years at Cincinnati Public Schools.

Now retired.

For long and outstanding service and whose endeavors have pointed the way to an army of followers.

Presentations at the Eastern District Convention, Trenton, April 30, 1931

Presiding at the banquet of the Eastern District Society of the American Physical Education Association, President Jesse F. Williams, acting on behalf of the Association, bestowed the award of "Fellow in Physical Education" upon the following men and women to whom the highest honors of a grateful profession are due.

WILLIAM GILBERT ANDERSON

Professor of Physical Education, Yale University.

Founder of the American Physical Education Association. Organized and directed the Anderson Normal School of Gymnastics which was the parent of the present Arnold College.

Dr. Anderson is indeed a pioneer. He numbers among his early friends and contemporaries in the development of physical education those to whom we owe eternal allegiance—Sargent, Hartwell, Mosher, Ho-

mans, McCurdy, Enebuske, Baroness Posse, Nissen, Arnold, Bolin, McKenzie, and others.

In his student days, which have never ceased, he was enrolled at the Royal Institute of Physical Education in Stockholm, the Royal Institute at Berlin and Oxford University, and he undertook five tours of Europe to observe physical education in six countries.

Dr. Anderson is a charter member of many prominent national organizations, and the founder of several. In the early days of summer schools, he organized courses in physical education in many state universities and colleges extending from coast to coast.

At 71 years of age he is as active as a youth, tempering physical activity in Yale gymnasium with music, art, and literature.

William Burdick

Teacher, author, leader, philosopher—always in the thick of the battle, fighting for his convictions.

Dr. Burdick's record is long and noteworthy. It includes service in Y. M. C. A.'s, colleges, playgrounds, and public schools. With many outstanding contributions to his credit, perhaps the one that will remain long as a monument to his memory is the development of the state-wide school athletic program of Maryland. Here, as nowhere in the country, the rural school child enjoys the benefits of a modern program in health and physical education.

Dr. Burdick is a past president of this Association.

Delphine Hanna

In compiling any list of pioneers in physical education the name of Dr. Delphine Hanna belongs in the leading group. Dr. Hanna was one of the earliest graduates of Dr. Sargent's private school, since named the Sargent School. It was at Oberlin College that her life of service was devoted in the interests of physical education. From 1885 to 1903 she was director of the women's gymnasium at Oberlin and from 1903 to 1920 she was Professor of Physical Education, the first woman to be a full professor in that field and the first woman in physical education to receive the Carnegie pension. She is now Professor Emeritus at Oberlin.

It was due to Dr. Hanna's influence that Luther Gulick, Thomas D. Wood, and Frederick E. Leonard entered the physical education profession, along with many other Oberlin graduates. Her influence has indeed spread over the world a thousand-fold.

Oliver Hebbert

Director of Physical Education, Young Men's Christian Union, Boston.

One of those rare men who do not go afield for honors but who sow the seed of helpfulness and wisdom to all who will listen. An influence in lives of several generations of young men.

William Heard Kilpatrick

Professor of the Philosophy of Education, Teachers College, Columbia University.

Known to countless physical education teachers and, in turn, to him physical education is known. A leader indeed, the leader who has guided us from the wilderness into the comforting innermost confines of Education.

Frederick William Maroney

President, Arnold College. Author, teacher, leader. Past President of the American Physical Education Association. One of the first state directors in the country. Many affiliations and a long record of noteworthy achievements.

Robert Tait McKenzie

The artist in sculpture, the artist in physical education, the artist in the welfare of man. Ever untiring, ever standing for the highest ideals of life, Dr. McKenzie has moulded in the hearts and souls of an army of college men, the spirit of joy and beauty he so effectively portrayed in sculptors' clay.

A Past President of the American Physical Education Association.

Awarded the King's medal by Gustavus V of Sweden for distinguished service in sculpture.

Henry Panzer

President, Panzer College of Physical Education and Hygiene.

Another of those rare idealists, with the touch of the artist in influencing the lives of youth. Mr. Panzer brings to physical education the profound idealism of the professor and true student combined with the practical nature of the real teacher.

Joseph Edward Raycroft

Professor of Hygiene and Physical Education, Princeton University.

Dr. Raycroft has served in many capacities and he is associated with the leaders in nearly all of the great national movements for the welfare of man.

At the University of Chicago he was called the Father of minor sports, after heading a movement to interest students in recreative sports. While at Chicago he was one of the organizers of the famous Cook County Federation.

His work at Princeton is outstanding, including student health and psychiatric science.

During the World War Dr. Raycroft was chairman of the Athletic Division of the War Department Commission on Training Camp Activities and he was sent abroad by Secretary of War Baker to study conditions affecting morale in the American Expeditionary Forces.

Dr. Raycroft has contributed extensively to the literature of physical education, health, social hygiene, and mass athletics.

John E. Schmidlin

Director of Physical Education, Public Schools, Elizabeth, New Jersey.

One of the early graduates of the American Gymnastic Union Normal College at Milwaukee who served a

long and successful career with the Turnverein and thence to the public schools for another 25 years of service.

In 1892 published one of the first handbooks on gymnastics used in public schools.

Is about to retire after 42 years of active service in physical education.

Edward Christian Schneider

Professor of Biology, Wesleyan University.

We are honoring the scientist, Dr. Schneider, for his extensive and authoritative research in the sciences basic to physical education and for his humane efforts to promote safe aeronautics through his physiological studies of aviation. In this latter connection, Professor Schneider served on the Medical Research Board of Aviation with the American Expeditionary Forces.

Herman Seibert

Director of Physical Education, Bayonne, New Jersey, Public Schools.

Known throughout the east for an unfaltering loyalty to his work and sincere devotion to children.

First, a teacher, then an administrator, now an inspiration to all who know him.

George Seikel

With a long and notable record of achievement in physical education extending back to 1867 when as a boy he joined the Turnverein at Bad-Orb, Germany, of which he still is an honorary member, George Seikel has the right to be called the dean of the physical education teachers of New Jersey.

His American service started in 1868 at New York. In 1873 he was graduated from the Normal School of the American Gymnastic Union in New York. From that time his upward path led to ever new honor and success. In 1885 the citizens of Newark sent his National Championship Gymnastic Team to Dresden to represent them in the German National Gymnastic Games. He held several school positions and in 1904 became director of school and park playground work at Newark and was appointed as instructor in the first school gymnasium in that city.

He was one of the founders of the original Physical Training Teachers Society of New York and New Jersey. At present, at the age of 79 years he is active on the faculty of Panzer College of Physical Education and Hygiene.

Presentations in Absentia Made at the 36th National Convention

To the following who could not be present, Miss Lee awarded the diplomas *in absentia*. Although unable to hear the applause that greeted the reading of their names, they will know by this diploma, a symbol of love and respect, that a grateful host of fellow teachers pays homage to loyalty and leadership.

Jessie Bancroft

One of the founders of the American Physical Education Association.

In War time he was chairman of the government's Commission on Training Camp Activities, and President of the War Camp Community Service.

He has been most fittingly hailed the country over as the "Father of America's Playgrounds."

Founder and President of the American Posture League.

Jessie Bancroft is best known to the present generation of teachers through her books on "Games" and "Posture." She is also the author of many contributions to the literature of the profession.

Miss Bancroft has enjoyed an unusually active career in physical education, making her greatest contribution on behalf of the girl in the public school.

She holds the Gulick medal for distinguished service in physical education.

During the World War, Miss Bancroft established and directed the American Cooked Food Service.

Howard S. Braucher

Executive Secretary, National Recreation Association since 1909.

In the great national movement for children's playgrounds, Howard S. Braucher has been engineer to put into practice—effectively, modestly—the vision of his president, Joseph Lee.

Joseph Cermak

Retired after 44 years as teacher of physical education.

One of the first group of teachers who introduced physical education into Chicago public schools, serving from 1891 to 1927.

Author of many books on physical education written in Czechoslovakian.

One of that pioneering group recruited from the Turnverein to introduce physical education in the public schools.

Clark Hetherington

Retired. Author, teacher, philosopher. One of the first state directors, California. A thinker but always a worker. A guiding star to all with the vision to look up.

William J. Kopp

Retired.

Active member of the Turnverein for 50 years and an instructor for 20 years.

First instructor in the first public school gymnasium in the country, the Tuley High School, Chicago, 1890.

An instructor of physical education in Chicago public schools from 1886 to 1929, a total of 43 years.

Leader of the Turners at the opening of the first outdoor gymnasium in Chicago, Douglas Park, 1896.

Joseph Lee

Of Joseph Lee, his biographer says, "No person has done more for the play and recreation movement in America."

His life and deeds were beautifully expressed by A. Lawrence Lowell, President of Harvard University, when awarding to Joseph Lee the honorary degree of Doctor of Laws. President Lowell said, "Joseph Lee, a citizen ever laboring for the welfare of the public and the joyful growth of children."

Mr. Lee has been President of the National Recreation Association since 1910.

GEORGE MEYLAN

Retired. His last work was as Professor of Physical Education and Medical Director, Columbia University.

Author and practical leader in the college and camp field.

Past President of the American Physical Education Association.

Past President of the Society of Directors of Physical Education in Colleges.

Past President of the Camp Directors Association.

Secretary of the American Physical Education Association 1904-1908.

WILLIAM SKARSTROM

Professor of Physical Education, Wellesley College.

Author and professor.

With a long professional history, Dr. Skarstrom is in the first rank of those who have fashioned the ideals of a host of teachers of physical education.

WILLIAM A. STECHER

Retired, but still working.

Editor of "Mind and Body" since 1904.

For many years, prominent in the Turnverein and public schools.

Took an active part in civic affairs of Philadelphia, where, as Director of the Department of Physical Education, he organized and directed the physical education program for the schools but also found time to be a prominent factor in the development of Philadelphia playgrounds.

THOMAS STOREY

Professor of Hygiene and Physical Education, Leland Stanford University.

Author, professor, student.

Probably the first state director of Physical Education, being appointed to the office in 1917, in New York State.

Dr. Storey is prominently known for his sterling work as head of the Interdepartmental Social Hygiene Board.

HENRY SUDER

Retired.

Began physical teaching career in 1873.

Credited with the introduction of physical education in Chicago Public Schools in 1885.

Was also originator of the movement to introduce playgrounds in Chicago.

Another of the Turner group whose influence in no small way made physical education a national educational movement.

THOMAS DENISON WOOD

Professor of Health Education, Teacher Columbia University.

Author, authority, professor, student.

Dr. Wood's name is so intimately associated with the development of health and physical education in America, there is no starting point or end to his list of achievements. Prominent in all great national and international movements, his counsel is sought and his word respected wherever there are children in need. It is indeed our privilege to do him honor.

Watson L. Savage, A.B., A.M., M.D.

1859-1931

In the death of Dr. Watson L. Savage, on January eleventh, nineteen hundred thirty-one, the physical education profession lost one of its pioneer members and one who for many years has been an active and prominent worker. He is best remembered because of his service as president of the American Physical Education Association and of his affiliations with the Savage School of Physical Education in New York City, one of the pioneer institutions for the training of teachers of physical education.

The details of his life and service are as follows:

Born at Cromwell, Conn., November 26, 1859.

Died, Mamaroneck, N. Y., January 11, 1931.

Married Ella Whiting, October 26, 1887.

Children: Helen Whiting (Deceased); Dorothy Davis; John Whiting; Richard Billings; Watson L. (Jr.); Kirkwood Hallock.

Education: Middletown, Conn., H. S.; Amherst College, A.B., 1882; A.M., 1885; Long Island College Hospital, M.D., 1885.

Professional history: Fairbolt, Minn., Instructor, Mathematics; Director, Berkeley School and Athletic Assoc., 1887-90; President, Dr. Savage Physical Development Institute; President, Savage School for Physical Education; Director, Columbia University Gymnasium, 1897-1903; Director, Pittsburgh Athletic Assoc. 1910-13; Director Physical Education, Carnegie Institute of Technology, Pittsburgh, Pa., 1910-13; Director Physical Education, Pittsburgh Public Schools, 1912-13.

Affiliations: New York State and County Medical Societies; American Academy of Medicine; American Physical Education Association (Ex-president); Society of College Gymnasium Directors (Ex-president); Pittsburgh Physical Education Association (Ex-president); Beta Theta Pi Fraternity; Phi Epsilon Kappa Fraternity; Pi Gamma Mu Honorary Society; Apawamis Lodge, No. 800, F. and A. M.

Contributions to Physical Education Literature: "Marathon Study"; "Health and Success."

Wm. P. Uhler, Jr.
Biographer

Dancing Has Its Place In the Physical Education Program

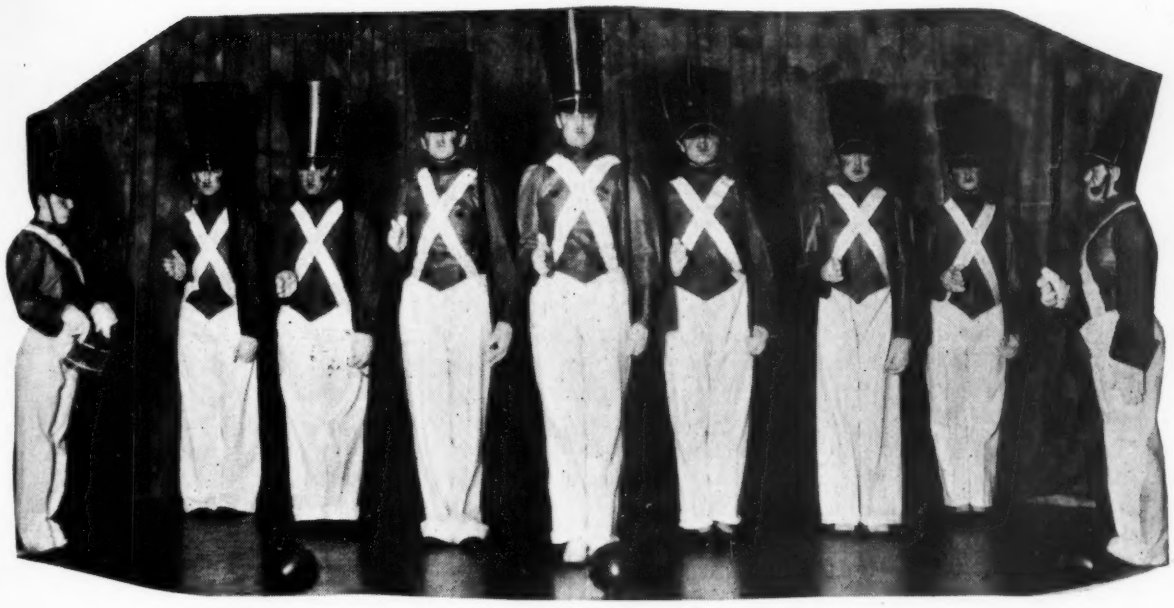
By JANICE KENT
Director, Department of Physical Education
Southern Seminary, Buena Vista, Virginia

DANCING, particularly tap dancing, is becoming every day more important as an integral part of the physical education program. I encourage pupils to take this activity because it affords splendid exercise and pleasure, creates a sense of rhythm, and can be carried over into everyday life. As part of the regular course in dancing at our school, the class presents each year a program of dances. The purpose of the program is to give the students the opportunity to dance before an audience and the experience of helping to plan a program, to design or suggest suitable costumes, and to group the dances. I like also to make it evident to them through actual experience that a program of simple dances can, through careful preparation and thought as to presentation, be combined to make a program of varied interest which will even afford pleasure to an audience that may have seen many programs presented by professionals with more expert technique.

We do not try to make a story but rather have the dances harmonize and in keeping with each other. Pantomine work as necessitated by a story is more often than not too difficult for amateurs to handle successfully, or at least it is unless certain members of the class are starred and when this is done the highest aim is lost. All of the pupils learn all of the dances and, about one week before the program, are told the dances in which they will participate. In the meantime they have helped suggest the program and plan the costumes. Inasmuch as entrances and exits are sometimes awkward and ruin the effect of an entire number, we plan to have the dances begin just as the curtain is drawn and the curtain begin to close just as the dance ends. This also has a splendid psychological effect on the audience, as they always want to see it once more and the applause has never failed to warrant an encore. It is practical not to allow many encores because then your numbers can be used more than once. I have had to include the "Parade of the Wooden Soldiers" on the program for four years because there is always the demand to see it once more.

A Dutch Dance, "Porcelaine de Copenhagen"

One of the most popular numbers we have ever had was the "Georgia Male Quartet" danced in cowboy costumes, with chaps made of blue oilcloth, and with the dance done with eight instead of four. The effect of the half wheels was much more impressive when done with eight. This dance was done as a unit until the half wheel at which time the dancers executed this figure in groups of four each. Another dance that was made most effective by enlarging the number of participants



Parade of the Wooden Soldiers

was "Old Dutch." My class did this with three couples instead of one. The little clog of "Rig a Jig-Jig" was danced in frog costumes. When done in these costumes with the necessary pantomine introduced, the effect is very unusual. We used the "Waltz Clog" for a "Raggedy Ann and Andy" dance. The "Ox Dance," danced in clown costumes and executed with exact precision as to time, is an achievement worth attempting. "Vingakersdans," with Dutch costumes and a scene suggesting a piece of Dutch porcelain as a background is artistic and yet easy to accomplish. Any simple clog danced by a couple dressed as negro children is always popular. The couple illustrated danced "Rastus." In the "Parade of The Wooden Soldiers" nine pupils, dressed as shown in the illustration were used. The drill is simple but effective.

"Parade of the Wooden Soldiers"

Dancers are arranged with the two smallest members of the group acting as drummer boy and captain of the squad. The drummer boy should have a toy drum around his neck and hold the two drum sticks in his hands, with elbows bent. The captain has a long red sash and has sideburns to distinguish him from the rest of the squad. The make-up is put on with black eyebrow pencil and bright red rouge. The latter is put on the cheeks in circles. Eyelashes are also painted on with the eyebrow pencil. The tallest member of the group should have the center position with heights descending in scale on either side of him. Costumes can be made of cambric, using bright blue for the jackets which are trimmed in red and white. Hats are made of heavy white poster board with visors made of cheap sun visors purchased at the ten cent store. These visors are stitched to the cardboard. Black elastic is put under the chin and the hats lacquered with Chinese red lacquer to give them a bright, shiny appearance.

Number 1 is the captain, number 5 the tallest member and number 9 the drummer boy. The group is arranged: 9 8 7 6 5 4 3 2 1.

The same step is used throughout and should be done as mechanically as possible. Soldiers should keep their cheeks puffed out during the dance. Right arms are bent at the elbow and swords are held in the palm of the left hand. The captain, however, holds his sword in his right hand. The right foot always leads and is moved forward on the first beat of the measure and the left foot brought to the right on the second beat. One step is taken to a measure throughout the

(Continued on page 50)

The 36th A.P.E.A. Convention

By Floyd A. Rowe, Supervising Director, Bureau of Physical Welfare, Cleveland, Ohio

Summaries of the Various Section Meetings Immediately Follow Mr. Rowe's Article

DETAILS of program, statistical data, and personal reference are being purposely omitted from this general summarization of the 36th Convention insofar as it is possible to do and still give a reasonable word picture of the Convention.

Such details as are mentioned, such persons as are named, and such data as are given are so given because the picture would be thought to be incomplete without them. The fact that any individual's name does not appear is no reason for the belief that such an individual did not contribute in a large way to the success of the Convention. Before proceeding with the summarization, then, let it be said that it is being done by one who is neither a fluent spokesman nor a prolific writer, but by one who, if possessed by any talent whatever, is desirous for truth regardless of all else. You may fail to agree with the picture when presented, but you are all asked to believe in the attempt to do tribute to honest accomplishment.

To begin with, the writer saw very few persons even look at their watches (aside from those entrusted with the keeping of official time) and saw no one attempt to wind his watch or shake and listen to it to see if it were running. Now, while this observation regarding watches is a trifling one, it is meant to be a compliment of high order to all the speakers, none of whom had to waken any of their audiences.

By the same token, then, attention at all times was of a high order. Every person seemed to be anxious to learn as much as posible from those selected to positions on the program.

There was by far a more professional attitude shown by all delegates than unfortunately has at times in the past been exhibited. Close attention was the order. Those persons who found themselves in the wrong meeting withdrew quietly and courteously.

Many persons upon question gave the information that they had never before attended meetings as religiously as at this convention. Certainly there were fewer distracting influences than heretofore. Several individuals volunteered the information Saturday morning that, excepting for school visitations and to attend the pageant, they had not left the hotel. Such attendance is unusual and noteworthy.

The hotel force seemed to be coached to do unusual and unexpected bits of service to help out in the use of their rooms for a variety of service. One minute a room was filled with eager, questioning people, thirsting for professional information, the next it was filled with other people thirsting for coffee, and eager for food, that they might go forth refreshed in body, with renewed energy to seek information, stimulation, and inspiration from the program. It was a working convention and the hotel employees certainly were willing, anxious, and very able to do many things at short notice which contributed in a real way to the success of the Convention.

The Council might well pay close attention to this matter of hotel accommodation and service when considering the selection of its convention cities. Not all are able to offer one which can accommodate a convention with any degree of ease and success. After all, mental accomplishment is conditioned largely by physical things. Possibly this matter of hotel accommodation has more to do with the success of conventions than has been considered.

The program of visitation, as organized by the Detroit Public Schools, was indeed a most attractive one. All who availed themselves of the opportunity to visit the Detroit schools were loud in their praises of the program, the physical plant, the courtesy of the teachers, and the organization of transportation facilities, etc. Seldom, if ever, has any city offered a finer visitation program than did Detroit.

Another and very striking proof that this convention was a working convention was the attendance upon the closing meeting on Saturday morning. Never in all the years of experience of going to physical education conferences has it been the writer's pleasure to see such a large attendance at similar meetings. People do not deserve credit for staying because they have a late train and therefore nothing to do until train time. Those persons who deserve credit for staying are the ones who attend the closing meetings and who have driven long distances. The temptation for these persons to slip away a little early is strong. However, this time they did not slip away a little early; they waited for the last meeting to be concluded and then stampeded *en masse* for "out." It was worth waiting to witness, even if one, in the witnessing of it, was threatened to be trampled under foot innumerable times by persons of both sexes who were in a hurry now that the Convention was actually over to be "on their way."

Now, it has been mentioned in passing that this was a working convention. Not only were delegates and speakers working, but those persons present with exhibits were working. They were there to tell you of their products, and to show you how and why they should be of interest to you. The exhibitors were aggressive, alive, and courteous, and helped to make the meeting the success it was. They are deserving of more than your pasing thought. Other things being equal, you should show a preference for the products of those firms who patronized the convention by taking booths. This is not a careless word to please the exhibitors, but a statement resulting from careful thought

and deliberation. Those business houses who show a sufficient interest in our affairs to send at no inconsiderable expense a display of their products for our approval have the right in return to our attention to their merits, else they will cease to patronize our conventions.

Without any question whatever, the summarizer method of keeping the entire convention advised of the doings of the section groups is a long step in advance in convention method. However, its value depends upon two rather fundamental things. First, the careful and specific outlining of the duties of the summarizer, which should be, in brief, the reporting of the actual high spots of the meeting reported, without the injection of personal opinion; and second, the selection of persons sufficiently familiar with, and interested in, the matters to be discussed before any given group to intelligently select these high spots accurately and tell of them interestingly.

Judging from the reports of the various summarizers, there had been no definitely established rules for them to follow. While a very large percentage of the summarizers gave excellent reports of the proceedings of the section meetings they covered, others, not clearly understanding their duties, gave their personal reaction to the papers or discussion presented in section meetings. One or two others simply took the opportunity offered of making speeches on their own account at the general meetings.

Another place where a little more organization would facilitate proceedings is in the matter of discussion leaders. Such a position is important only when the leader has had an opportunity to prepare in advance. To do this, the speakers on the program must furnish the discussion leader with copies of their papers in advance of the meetings. It is unfair to these leaders to expect them to bring out in discussion the strong and weak points of any paper without this opportunity of advance study of the papers presented.

Another item your general summarizer noticed, that has to do with the success of any convention—and this item is noted because of its absence, rather than presence—is that of persons accepting positions on the program and then not presenting themselves to discharge their obligation. There seemed to be far less of this at Detroit than at other meetings attended.

As has been mentioned, there were many indications that the Detroit Convention was more professional than some in the past. One of the best examples was that of the interest in "research." One full day of pre-convention program was given over to the discussion of various types of research in physical and health education. These meetings were very fully attended by a group of people who gave their entire attention to the various papers offered.

While the discussion of the papers was not as spirited as one might desire, there was sufficient to show a keen interest in research and research method as a necessary aid to the discovery and solution of the real problems in the field of health and physical education.

Since your general summarizer was invited to participate in the pre-convention program of the Research Section, no comment will be made upon the value of the topics presented, because you might properly question the matter of personal bias. However, there was one item regarding the meeting which cannot be passed over, and that item has to do with its organization.

First of all, invitations were issued and a guaranteed attendance was assured. After this, the seating at the main table was arranged by name and number, so that by glancing at the seating chart furnished each one attending, one could immediately identify any individual about the table.

Next, and of equal importance, the meetings were begun on time and conducted by an alarm clock so that there was neither opportunity nor excuse for any speaker to take more than his allotted time. The person or persons responsible for this organization should be congratulated, and since the officers of the section were Dr. Steinhaus, Miss Halsey, and Dr. McCloy, one may safely place the credit with them.

Possibly those responsible for the conduct of the General Sessions could, with advantage, make use of Dr. McCloy's alarm clock and the method of the Research Section in beginning and concluding meetings promptly on time.

Without exception, the most profoundly interesting part of the entire convention, or of any other American Physical Education Association convention ever attended by your summarizer, was that portion of the Wednesday evening General Session, coming under the heading "Presentation of Honor Awards." With words and manner of simple dignity, but with real sincerity and poise, our President established a precedent which will tax the powers of all future presidents. The procession of the unquestioned leaders in our field across the platform was indeed impressive and made doubly so by the natural courtesy of our President and the dignified but hearty response of the audience.

Those fortunate enough to witness this most impressive ceremony, made so by its simplicity and by the added fact that only true merit was considered in the award, will long remember the occasion. The Committee on Awards is to be most heartily congratulated. The reception following the presentation was a fine conclusion to the program.

All recipients of the award cannot be mentioned, and the inclusion of names of one or two must not be taken as in any way detracting from the value of the service or recognition of worth of the remainder. However, one cannot help but mention one or two.

Amy Morris Homans, present at the historical meeting of 1889 in Boston and contributing to the program of physical education even up to the present time as Professor Emeritus at Wellesley, cannot escape mention.

Another who has established a record which possibly will never be equalled is that staunch exponent of the value of our program, A. E. Kindervater, who has served the cause of physical education for half a century without the loss of a single day because of illness.

Others may have served longer, but none more faithfully.

This summary would not be complete without mention of the Pageant on Thursday evening. Its reception by the delegates themselves in their generous attention and applause told better than can your general summarizer of its value to the convention. It is certain that those who worked so long and so earnestly preparing the Pageant were many times repaid for all their work and effort in seeing the pleasure their efforts gave to so many.

For many years, your general summarizer has noted one fact which is somewhat alarming. This was again in evidence at the 36th Annual Convention. Possibly others have been impressed with the same fact. Briefly, it is that persons outside our own ranks are oftentimes the best interpreters of the needs in our field. Of course, we are happy to have these persons with us, since they add materially to the color and inspiration of our meetings. Possibly it is necessary for someone to be somewhat detached from the profession to be able to view it in its proper perspective. Certainly, any one too close to an oil painting, a beautiful statue, or any other really great work fails to appreciate it in its completeness. Distance is necessary for proper perspective, be the distance in space or time.

Nellie Lee Holt, possibly, gave us the hardest jolt in this regard; harder than many appreciated at the time, because of its most pleasant presentation. However, her presentation, pleasant as it was, in reality was a decidedly bitter pill of fine criticism and good advice, even though sugar-coated by the personality and splendid presentation of the speaker.

Again in a very dramatic manner, the Reverend Fisher pointed out some of the values in our program which possibly we have overlooked, or not fully and completely recognized.

Any summary would be incomplete without mention of the Friday Banquet. The goodness of the food and the excellence of the service pale into insignificance in comparison with the beauty of the women and the wit of the speakers. Certainly when it comes to humorists, we in physical education need not blush for shame. Dr. Reed certainly compares favorably with any of his contemporaries in keenness of humor and in clarity of expression. His treatment of the green apple test was not only a masterpiece of faithful portrayal of details of standard testing procedure, but his delicacy of presentation of the various "realities" in the problem certainly proved the correctness of the Reverend Fisher's statement regarding such realities.

Not to mention the struggles of our intellectual giants on the concluding program of Saturday morning would be *lese majeste* and your general summarizer, therefore, pays his compliments to their combat.

First of all, Drs. Williams and Sundwall talked of entirely different angles of the same thing. Both, no doubt, convinced every one in the audience—if there were any benighted folk needing convincing—that they were right. Therefore, the *status quo* of the entire question as to why a blackberry is green when it is red remains unchanged.

Not so with the debate between Drs. Rogers (F. R.) and Burdick anent the merits of tournaments, championships, etc.

Dr. Rogers so defined his terms that he virtually admitted the value of tournaments and championships providing the conditions surrounding the same could be as they are in Maryland, thereby proving Dr. Burdick's premise. There was one further condition attached to tournaments and tournament competition before Dr. Rogers was willing to give them his benediction, however, and that was that none of the teams were to lose. Just how that condition was to be brought about was completely missed, as some one distracted your summarizer's attention at that moment. However, this was not all by any manner of means; "not by a jug full" as the old saying has it.

While the speakers might agree, the floor took up the question and there was a most dismal failure at agreement there. It was a joyous free-for-all in which many worked off excess vocal energy in the defense of their own theories. Just who won would be impossible to say, since an endurance contest was prevented by the shortness of time. It was a wise measure to hold this contest on the last rather than the first day of the meeting.

At any rate, the results were highly satisfying to all contestants and since satisfaction looms large as any educational objective, the last session was certainly successful.

Finally, one in a general summary must needs mention the hosts, City and State. In this matter, your summarizer finds a happy task. From the most lowly of the Boy Scouts on up through Tom West, "Spike" Mead, and Vaughn Blanchard, not to mention the feminine portion of the staff of workers, Detroit certainly did itself proud. As for the State, certainly it had done its part in preparation for the meeting. There was a genuine feeling of hospitality pervading the entire meeting, which comes only from an earnest desire on the part of the hosts to make every one feel at home. Any one not feeling this spirit of welcome was indeed out of tune with conventions in general, and the 36th Annual in particular.

Speaking personally, and in conclusion, your general summarizer thinks the 36th Annual Convention of the American Physical Education Association at the Book-Cadillac Hotel, Detroit, April 1-4, 1931, one of the best, if not *the best,* physical education conventions he ever attended; this because of the hospitality extended, the inspiration received, and, lastly, the professional attitude exhibited by all.

Summaries

Demonstrations by the Public School Groups

Summarizer: A. H. Pritzlaff, Director of Physical Education, Chicago Public Schools

I. Roosevelt Elementary School.

a) The six-grade group. Free play was the keynote of the lesson. The individuals worked individually and in groups in various activities stimulated by individual desire. After a peri-

od of free play, the pupils played a variation of corner ball as a mass game project and at the close of the game period met with the teacher in what was called an "appraisal period." The pupils discussed values received during the lesson stimulated by the teacher.

b) Primary group. Again the keynote of the work was free play. Individual stunt cards posted to stimulate self-direction in stunts with a report of each child followed by an appraisal period.

II. Durfee Intermediate School (Junior High School).

a) Girls' Program. Free play. Girls following individual interest and need and working under their own leadership. The girls worked track and field events, athletic skills and with the assistance of student leaders appeared to make good use of the time allotment.

b) Swimming pool. The girls worked on skills in order to pass the tests listed. Girls were working as individuals and in groups.

c) Boys' Program. Practice in skills in track and field work.

d) Swimming Pool. Free play. Practice in testing program.

III. Central High School (Senior High School). Supervised free play.

a) Girls' Program. Two teams playing Basketball. Two other teams were practicing skills.

b) Boys' Program. Track skills taught in squad formation by squad leaders. Basketball fundamentals, athletic skills taught in the same manner.

c) Swimming Pool. Worked on skills and strokes. Supervised free play.

* * * *

The Pageant entitled "More than Machines," presented Thursday evening at the large Cass Technical High School auditorium, was constructed from the "dynamic content of our present time, a content pervaded by the synchronization of the impulses of man with the rhythm of the machine."

It depicted the gradual building up of the machine age to a development of rhythm of dancing through all nationalities as represented in our large industrial cities, viz., the English, Scotch, German, Polish, etc., and included the American Negro with his Negro spirituals and soft shoe dancing.

Nearly 1,000 pupils in colorful costumes portrayed the pictures of this pageant with a well trained ballet to weave the whole into an unusual treatment of a carefully planned theme.

Women's Demonstrations

Summarizer: Florence Somers, The Sargent School of Physical Education

I. Demonstration of Basketball Officiating—Program sponsored by Women's Athletic Section;

Chairman, Helen Shedden, Chairman of Committee on Official's Rating.

Officiating: Wilhelmene Meissner, Member of New York Board; Helen Schleman, Member of National Examining Committee and President Ohio State University Board; Elmore Biggs, President of the Boston Board; and Leslie C. Perkins, President of Philadelphia Board.

Discussion Leader, Eline von Borries, Chairman of the Basketball Committee.

The leaders demonstrated by officiating during several basketball game periods the correct method and technique of officiating. The new feature of throwing the ball to center from the side line, instead of the old method of tossing the ball up between two centers, was demonstrated. Students from the Central High School and the College of the City of Detroit acted as subjects for this demonstration.

After the practical demonstration, Miss von Borries presided at a discussion meeting. Questions referring chiefly to the interpretation of the basketball rules were answered.

II. Swimming for Women—A Demonstration Program by Nita C. Sheffield, Teachers College, Columbia.

Miss Sheffield preceded her demonstration by a brief talk on the psychology underlying her methods of teaching. She believes that the teacher must adapt the technique, the method and the procedure of instruction to the class and to the individual; the consideration of differences in ability and in emotions playing a large part in the teaching of swimming. The teacher relationship to the pupil is very important.

Miss Sheffield then took a group of high school girls who had had only a slight amount of swimming and who had never been in deep water and gave a beginner's lesson in swimming. She intermingled with her more definite instruction several games and stunts. The art of relaxing in water, which seemed very difficult for these girls to put into practice, was emphasized. Before the lesson was over, the pupils had accomplished a number of exercises in the deep water while grasping the side of the pool and all finished by swimming across the deep end of the pool with a back stroke.

A short lesson was then given to a group of advanced swimmers. This consisted of several interesting games, crab relays, bell tag, life line relay, etc. The hour ended with a lesson in diving.

III. Danish Gymnastics.

Demonstration Leader, Agnete Bertram, Director of Physical Education for Women, University of Copenhagen, Denmark.

Mrs. Bertram brought to America six of her young women students from Denmark and gave a most interesting demonstration of the form of Danish gymnastics which have been developed by her. She showed first a series of so-called morning exercises, then a group of more advanced exercises, many of which were taken in groups of two. High balance beams were used for exercises of balance and coordination and the lesson finished with a group of fundamental rhythmical exercises.

Men's Demonstrations

Summarizer: J. H. McCulloch, Michigan State Normal College, Ypsilanti

I. Men's Swimming and Diving.

A large group of men gathered in the Central High School pool for the swimming demonstration, which was conducted by Mr. Matt Mann, swimming coach at the University of Michigan, and Mr. George Graves, a member of the Olympic Swimming Committee, and also a member of the Olympic Committee on Judging Diving.

Mr. Mann demonstrated how to teach swimming to beginners, and started by having them hold on the edge of the pool and thrash the legs, and then by the use of water wings introduced the arm movement of the crawl. The points emphasized were: the relaxation of the swimmer; the arm reaching out well in front; and the pressing downward until the arm is about on a line with the shoulder, after which point the forward progress of the arm stroke is lost. Perhaps the most drastic point brought out was in regard to the breathing. Many swimming instructors teach exhaling through the nose when the head is under water. Mr. Mann emphasized breathing through the mouth for both inhalation and exhalation when the head is out of water.

A common error in the back stroke, that of bendng the elbow and bringing the arm up over the face, was also explained. If the arm is swung straight in the backstroke, the chin is kept well forward and the head up.

The outstanding points in the breast stroke were: first, to keep from pulling the body up out of water (causing it to bob up and down); second, a shorter arm stroke with the downward pressure, rather than sideward stroke; third, the period of relaxation when the body is straight and riding forward.

Mr. Graves discussed the need of getting people to start in young if we are to develop divers of championship calibre. He stressed the importance of the diver being an acrobat.

A general criticism of most judging, except that of experts in this activity, is that the rating is too high for all dives.

Several points of importance in judging were mentioned: first, whether or not the individual actually executes the dive called for, failure to do so scoring zero, regardless of all other elements; second, the importance of entering the water in the proper position (which is practically a vertical one); third, the

distance from the board at which the contestant enters the water; fourth, that the standing dive be judged from the time the individual takes his position on the end of the board, not while approaching the end.

II. Polyrhythmic Gymnastics.

One of the most interesting of the group of demonstrations given at the National Physical Education Convention in Detroit was the one entitled "Polyrhythmics." Mr. Emil Rath with twenty students of the Indianapolis School of Physical Education demonstrated the class work the men have in that institution. As the name would indicate, it was a demonstration of many rhythms all set to music. The large body movements of running, leaping, jumping, lifting, with alternate periods of complete relaxation, were emphasized.

If such a demonstration is a fair example of what it is possible to do with men's classes and the grace, expression, and rhythmic coordination that may be achieved through such teaching, it seems it must win its own popularity. There are, no doubt, many questions concerning the value of such class work. Is it worth while to develop technique to such a degree in an activity that will be used by so few afterwards? Are there not other means of developing rhythm in sports, such as tennis, golf, track, etc., which will be enjoyed by the individual when class work is completed? Is the enjoyment which such a class gains while active enough to prove its merit? It seems the adoption of some form of polyrhythmics as required work for men students at present depends upon teachers capable of successfully carrying on such a program as Mr. Rath has proved possible.

First General Session

Summarizer: Katherine Cronin, University of Wisconsin.

The first general session was presided over by Vaughn S. Blanchard, Director of Health Education, Detroit.

This opening meeting seemed designed to give all a happy sense of Detroit hospitality by means of several addresses of welcome; a feeling of professional inspiration through the conferring of the honor of Fellow of the American Physical Education Association upon a large number; a general spirit of sociability by means of the reception and dance that ended the evening.

Addresses of welcome were given by Frank Cody, Superintendent of Public Schools, Detroit; Webster H. Pearce, Superintendent of Public Instruction, Michigan; Dr. Burt Shurly, President of the Board of Education, Detroit; and by Frank Murphy, Mayor of Detroit.

Mr. Cody, speaking of the important place physical education holds in the Detroit schools, said that former so-called fads are now the most real part of our program and that we have gone from "playing hookey to playing hockey."

Dr. Shurly pointed out the problem of so dealing with the 253,000 children in the public schools of Detroit as to lead out their physical, mental, and moral talents in such a way as to make for the best possible citizenry. "But for the work of physical education, we would become more rapidly artificial animals instead of getting back to nature as should be."

Mr. Pearce brought the greetings of Wilber M. Brucker, Governor of Michigan. He claimed to represent more than one million children and thirty-two thousand teachers. He spoke particularly of the change that has taken place in our conception of the term "physical education," and the change in our control of athletics. Physical education first had emphasis upon the physical, next upon the education, and now a fairly even emphasis is being placed upon both, making it truly *physical education.* Athletics used to be for the sake of winning at all costs, fair or foul; today it is fair play and self-control that are being emphasized; "as long as this emphasis is kept, nothing but praise will come to the department of physical education."

Mayor Murphy pointed out that the particular contribution of physical education in times of stress such as the World War and the present period of depression is that of keeping up the morale of individual and group. To the youth physically fit, mental and psychological security come easily, and this feeling of security combined with a spirit of initiative and aggressiveness will carry things. He asked that youth be kept interested in the dignity of the body and that we work for the healthy body to house the wholesome mind.

Dr. Hugo Freund of Detroit outlined the plan of the Children's Fund of Michigan. This fund of ten million dollars given by Senator Couzens was incorporated May 1, 1929, to be spent within the next twenty-five years to develop better, stronger, and healthier citizens—of Michigan particularly.

Because of the impossibility of separating the physical and mental, those handling this fund are working very closely with physical education programs. Careful surveys were made to show the needs of the state before setting up a program. The fund is now working particularly in the rural districts to balance activities so that there may result a comprehensive program in mental hygiene clinics, research, play schools, and camps. Model health units have been started (the first in Menominee county) for the purposes of instruction and of elevating health conditions. Methods used include lectures, bulletins, special classes for rural mothers, and demonstrations of health practices. Special projects of the Children's Fund include:

1. A special summer school for ungraded boys having an activity rather than academic program.
2. Summer play school to demonstrate the value of organized play that can be carried on by a municipal department.
3. Summer camps. These include a University of Michigan camp, one for subnormal children and one for Negro children.
4. Playgrounds in outlying districts.

Stress is being placed upon research (of a kind that will have influence on future work) and upon mental hygiene.

The importance is felt of having the work go hand in hand with physical education to make Michigan an example of interwoven units of all work being done for children.

Miss Mabel Lee, President of the American Physical Education Association, responding to the welcoming speeches, hinted at the vast difference between the huge gathering at this thirty-sixth convention and the first physical education convention held forty-two years ago in Huntington Hall, Boston. That meeting was called to discuss systems of gymnastics while the present convention has an amazing variety of special topics on its program. Miss Lee listed some new national committees and stressed the importance of sections working through the year.

Miss Lee then gave the report of the Committee on Awards of which Dr. Allen G. Ireland was chairman. A certificate of election as Fellow in the American Physical Education Association was presented to the recipients of this honor.

A reception and dance followed.

General Session

Thursday morning, April 2, 1931

The two addresses by Miss Nellie Lee Holt on "Integrating Physical Education" and Dr. James B. Edmonson on "Are School Principals Satisfied with the Present Objectives of Physical Education?" appeared in the May, 1931 issue of the JOURNAL.

Boy Scout Section

Summarizer: W. P. McKenna, Field Scout Executive, Detroit Public Schools

The general theme of the Boy Scout Section was the School Scout Cooperation plan. Mr. A. D. Jamieson, former Scout Executive of the Detroit Council, Boy Scouts of America, and at the present time a member of the Detroit Board of Education, gave a very interesting talk on the plan of cooperation now existing in Detroit.

The following outstanding facts were brought out:

1. That a survey shows some interesting facts concerning the School Scout Cooperation plan throughout the country, namely that, the cooperation plan is extensive in some places and limited in other places, which is evidence that there are various degrees of cooperation throughout the country.
2. That there is a decided parallel between the seven objectives of education and the objectives of the Scout program.

3. That the Boy Scout program works through the agencies already in existence; in other words, it supplements and complements the church, home and school.

4. That schools have recognized the community value of Scouting. In other words, taxpayers have a right to use the school building for worthwhile meetings, such as Scout meetings.

5. That in the organization of a Boy Scout Troop, the establishment of a working group to administer is essential.

6. That citizens of the community should show interest by working on committees, thus relieving principals and other school people of some of the responsibility.

7. That under no consideration should thought be given to paying volunteers in the Boy Scout program, for pay to volunteers would strike at the very foundation of the program.

8. That school credit should not be given for Scout achievement.

When Mr. Jamieson completed his talk, Mr. E. A. Wright, Field Scout Executive of the Detroit Public Schools, acting as chairman, led a discussion on this plan.

Mr. Smith, instructor in Health Education, outlined a course which is being given at the Cooley High School, for the benefit of all Scouts who have attained the Second Class rank. This course, which has as its object the development of leadership among Scouts, is an experiment and if it is successful it will be introduced in all the high schools in Detroit next September.

In view of the unusual interest manifested at this meeting, it was the concensus of opinion that the Boy Scout program is being recognized as a wonderful supplement to the school's curriculum.

Section on College Men

Summarizer: W. K. Streit, Director of Physical Education, Cincinnati Public Schools

Fielding H. Yost of the University of Michigan spoke on "Future Trends in Varsity Athletics." The complete address of Mr. Yost appears in this issue of the JOURNAL.

Harry Scott of Rice Institute, Texas, had for his topic "The Redirection of College and Secondary School Athletics." This presupposed that something was faulty in order to make redirection necessary, so Bulletin No. 23 of the Carnegie Foundation was used as the basis of fault finding.

In brief, the Carnegie report shows that colleges and universities are engaged in a struggle to capture the cream of preparatory and high school athletes and induce these players to enter colleges by various means of *subsidization*. Bulletin No. 23 also critized the types of programs of physical education which are being offered in some colleges. Medical supervision, the financing of athletics, the action of the coach before and during contests, and the effect of athletics on character, also found their way into the Carnegie report.

An unhealthy inter-school program for the few is usually an indication of an undernourished physical education program for the many. The healthy program provides for health examinations, intramural athletics, inter-school athletics, extensive physical education for the general student body, individual corrective exercise, and voluntary recreation. If any one phase grows out of proportion to the others, there is need for a readjustment in order that the proper equilibrium be established.

Professional physical education must be upgraded if the field is to increase in usefulness. We need fewer but vastly better schools preparing our teachers of physical education. The speaker advocated the grading and rating of institutions engaged in the professional preparation of physical education teachers. Better selection of candidates for training is necessary. The salvation of athletics lies in the professionally trained coach and physical education administrator. Another hopeful sign is that the scientific attitude is beginning to pervade physical education.

Through the daily press, articles in periodicals, public addresses, and acts of public service, the physical educator carries the ideas and ideals of physical education to the laymen at large. Dr. Scott concluded with a plea for a physical education code of ethics in the program of redirection.

S. C. Staley of the University of Illinois spoke on "Athletics in Europe." In Europe, the word "sports" refers to all the vigorous play activities which are engaged in primarily if not exclusively for the fun, joy or satisfaction such participation provokes. Since the war, there has been a great increase in interest and participation in all sports. The national governments of almost all the countries are actively promoting sports.

There has been a tremendous development in sports interest in institutions of higher learning. They are now participating extensively in intercollegiate athletics with the students running the show.

After the individual leaves school, he may affiliate with some sports organization and membership is usually contingent upon regular participation in sports.

In spite of a tendency to shift from gymnastics, there is still a tremendous participation in apparatus work, the Deutscher Turnershaft alone enrolling 1,600,000 members, and it is only one of four such organizations. Mr. Staley then discussed the sports that are popular in the different countries.

He concluded with the statement that sports leaders and authorities in all countries visited were intensely interested in the Olympic Games to be held in Los Angeles in 1932. Most of them are planning on attending the Games but are skeptical about the actual realization of their plans on account of the present economic situation. Germany will probably send the largest delegation and judging from recent performances, will provide the stiffest competition.

Section on Women's Athletics

Summarizer: Helen A. Barr, Denison University, Ohio

Elmore Biggs, Chairman

The content of this program was arranged around the presentation and discussion of the three topics—"The Play of Children," "The Athletics of Youth," and "The Recreation of Adults."

The first paper, on "The Play of Children," was presented by Miss Laurentine Collins, of the Detroit Public Schools. She called attention to the fact that we have in the past perhaps placed too great an emphasis on systems and not enough on the needs of the individual child. She cited typical cases where a difference in background might be sufficient to occasion a wide variety in a program of activities, and stressed the fact that in aim, in method and in content we ought to be more aware of individual needs.

The discussion of this paper, led by Miss Norma Schwendener of Teacher's College, Columbia University, was in general accord with the tone and content of the paper. Further points brought out a desire to emphasize the element of "fun" in playing; emphasized the fact that individual and community needs should be carefully studied, and that, in case this were done, a necessity for a swing *away from* mass and definitely *towards* individual emphasis might be sensed.

The second paper, on "The Athletics of Youth," was presented by Miss Harriet Fitchpatrick of Cleveland. She felt that the increased participation in physical activity which the modern girl is experiencing demands: first, that "the school must see that the girl learns how to perform well a number of games and sport activities which may be engaged in by small groups"; and second, that "the community must provide facilities and so guide their use that the girl may carry on with satisfaction these new interests which the school has opened up to her."

The discussion, led by Miss Alice Frymir, emphasized most clearly the importance of leadership and the necessity for teachers to be community-minded enough to help provide opportunities for after-school participation.

The third paper, on "The Recreation of Adults," by Miss Bernice Miller of the University of Nebraska, brought up again the question of what activities adult women wish to engage in. If we expect to furnish practical recreation for the adult in after-school life, then we must teach those activities during the school years in which the girl or woman wishes to participate during her leisure time. In this way there might be a real carry-over, and so we may, perhaps, set up definite standards of achievement at the varying school-age levels. Since 80

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Archery Tournaments

By PHILLIP ROUNSEVELLE

This is the fifth and concluding article on archery by Mr. Rounsevelle, well known expert.

Three-foot-six and six-foot-three —they all participate in archery

Going to the target at a signal from the Lady Paramount

YOU can never begin to realize the full benefits of archery in your school or college until you have used the contest and tournament idea. It is strange that it is even necessary to emphasize this but it is surprising how many instructors have failed to utilize this very valuable human love of contest. To be sure, this sport in itself is interesting, but it is never adequately appreciated until the contest element is utilized.

Individual Scores

The first element of contest starts with the contest the individual has with himself. I mean by keeping all scores right from the first few days of shooting. There is nothing that helps the individual to overcome his faults so well as scoring every arrow shot. If left to his own devices, his scoring will consist solely of remembering the golds he makes, with no idea or appreciation of the good shooting that may bring his arrows close to the center of the target without actually hitting the gold itself. However, as soon as he is interested in keeping his score and especially if he is required to do so, he begins a contest with himself and tries to increase his own score from day to day. This is the first step toward an archery tournament.

The Inter-Class Shoot

From the individual scores there is only a step to total and average class scores. For instance, you may have four or five different archery classes in your school as well as a W. A. A. or similar programs. Several different kinds of class contests may be held depending upon your own ideas of such events and upon local conditions. My own reaction to such contests is that they should be held as group events rather than for individual glory. In other words, suppose you have everyone in your classes shoot a Junior Columbia Round (or a Junior American Round for Men). Then total the score for the entire class and divide by the number of archers to find the class average. The class with the highest score wins. Some student-made trophy can be the prize which can be contended for week by week. If the contest is held in this way rather than by high individual score, then the better archers in each group will assist those that are not doing so well in an endeavor to boost the class average. If the contest is held on high individual score alone, the leading archers naturally and selfishly will endeavor to improve their own scores only, without much thought for their fellow students.

Intramural Program

The intramural program can be run off in the same fashion as the inter-class shoot, although perhaps in some cases it would be well to have the events a double affair, giving so many points for highest individual score or for a team of four archers and also so many points for the highest class average score. In any case, I feel that it is much more desirable to have the whole class doing good shooting rather than to have a few very good shots and the rest of the class making mediocre scores.

School Tournaments and Play Day Events

The school tournament or play day would be more pretentious than any of the above contests. I consider the following a fair program for a full day. Two-

thirds of this could be crowded into half a day, but it is a mistake to try to shoot too many events; hurried scores are always low, to everyone's dissatisfaction.

Morning: 9:30 to 12:00—Columbia, Junior Columbia, American, or Junior American Round. (Choose the round that will best fit the needs and experience of your group).

Afternoon: 1:30 to 2:30—Clout Shoot*; 3:00 to 4:00—Wand Shoot; 4:00 to 5:00—Game Hunt or Rovers; 7:00 P.M.—Banquet and awarding of prizes.

Note that "Flight Shoot" has been omitted from the above program. This is undesirable for schools as it requires special equipment. Regular equipment is apt to be misused and broken if used for flight shooting.

The details of running off a tournament are comparatively simple. A field captain or "lady paramount" is appointed to have complete charge of the event and to act as final authority on all questions of dispute.

The field is laid off, with the targets preferably from five to ten yards apart and the lane for each target marked off with a tennis marker. The cross lines for the various distances are also marked off in the same way. Everyone knows that the longer distances are usually shot first. It is the custom in the national tournament to have a permanent shooting line and to move the targets up towards this line as the distance decreases, but for smaller tournaments it is much easier to leave the targets permanently situated and to move the shooting line instead.

Authority

There are four archers to each target at all regular tournaments. Number one is the target captain who scores all arrows and who is in authority for that target. His decision is not final and any disputed ruling that he makes must be reported to the field captain or lady paramount. (In case there are both a field captain and a lady paramount, the decision of the field captain is final and takes precedence.)

Shooting Order

Number one of each target is first to shoot and shoots one pair (three arrows). Following in order come numbers two, three, and four. When every archer has shot one pair, they all in order shoot their second pair. When everyone on the shooting line has finished, the field captain whistles and all go down to the target.

Drawing and Scoring

Number one is the scorer for each target. It is he who has the score pad of wall board or card-board with four individual score sheets fastened to it, one for each archer. Number two draws the arrows beginning with those belonging to number one and drawing the highest score first. Each arrow is scored and entered. Number three stands to check both arrows and score, and number four is the "arrow hound" who picks up the stray shafts.

Everyone knows the values of the standard target. The gold nine, red seven, blue five, black three, and white one. The petticoat which is outside of the white ring does not count either in the count for hits or for score. The count of the hits is kept only as a check on the total of the score and does not count in the awarding of prizes. In case of a tie the high score at the longest distance wins.

Scoring Novelty Events

The scoring for the Clout Shoot is the same as in any other event except that all of the archers shoot at one target and there are four to six on the shooting line at one time instead of one.

In the Wand Shoot a score of one is usually given for each hit. In the Big Game Hunt, sometimes a score of one is given for each hit on the target and at other

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* For details of these various novelty events, see "Archery Simplified," by Phillip Rounsevelle, A. S. Barnes and Company, New York City, 1931.

Students and faculty at Winona State Teachers College "on the shooting line"

The Organized Recess Period

By

OSCAR P. LOEVENGUTH

Principal, Kellogg Elementary School, Wichita, Kansas

THE modern elementary school of today has made many rapid changes in its course of study and methods of instruction in order to meet the constant challenge of what to teach and how to teach. This new school is giving our boys and girls a much richer experience than did the school of yesterday. But is it strictly a modern school? Or are we still clinging to some of the traditions of the past? In this paper I shall discuss one of these antiques (the recess period) which I believe should be replaced by a period much more valuable to the child.

The recess period as conducted in most schools, provides for a fifteen minute period twice a day when all children in the school go to the play ground. While most of the children play during this period, there are always many who take no part in any activity. The timid child often prefers to look on. The poor ball player is crowded off the team. Then there are always those children who would rather group together and talk than play. In many cases the play ground is too small to provide ample space for the children to play freely. Then, too, much of the play is not the type that is valuable to the child.

6A children on the apparatus

Three years ago we were confronted with the problem of having six hundred children play on a play ground entirely too small for that number. To meet this situation we tried a new plan, eliminating the recess period and substituting in its place what we termed the "organized play period." In the Wichita elementary schools every child is required to take twenty minutes of physical education each day. This organized play period has no connection whatever with the regular physical education period. The plan in brief is as follows:

Our school is composed of fifteen rooms and six hundred children. Instead of all the children going to the play ground at one time, they go in three groups of five rooms each. This makes approximately two hundred children on the play ground at one time.

Our play ground is divided into five sections each providing ample space for one room. Each day every room moves up one section and in this way all the children have an opportunity to use the apparatus which is located in one section. I want to add here that the upper grade children like to use the apparatus just as well as the lower grades.

Every teacher accompanies her children to the play ground. Before leaving the room the children decide what they are going to play. The play varies from day to day and from room to room. For example—in one section all the children may be playing the same game while in another section two, three, or even four groups may be playing different games. The teacher is present to supervise the play and in many cases takes an active part in the activities.

There are many things to be said in favor of the plan and I shall list a few of these:

1. More play space for every group of children, which means more freedom.

5A class playing rotation soccer

A second grade group in free activity

2. Eliminates many discipline problems. Under the old recess plan we always found more or less wrangling and quarreling. Most of this came from the children who took no part in play, but often too, the crowded conditions brought about disputes.

3. Every child plays. This is true because every child feels his part in deciding the games. Then too, the teacher's presence is an encouragement.
4. Pupils learn to organize games and play by themselves. Where a room divides into groups and plays different games, a leader is appointed for each group and he organizes and directs the play.
5. Fewer children ask to remain in during the play period. Children want to play if the teacher goes with them.
6. The teacher has a better opportunity to become acquainted with the child's attitude toward other children in his play life. Some one has said "if you want to know the character of a man watch him play". This is equally true with children and the teacher who observes her children in play each day has a wonderful opportunity to develop a sense of fair play and good sportsmanship.
7. Thirty minutes a day on the play ground make any teacher feel more like doing her work. The truth of this statement can only be appreciated by those who give it a fair trial. Fresh air, sunshine and exercise are just as important to the health of the teacher as to the health of the pupil. The Wisconsin State Course of Study contains the following statement: "It is highly important that the teacher, both on account of her health and her prestige in the school, should spend as much time as possible on the play ground with the pupils."

In conclusion I wish to say that this new plan is a step forward in modern education because it brings the work of the classroom and the playground closer together. In the class room we are organizing and planning our work in terms of pupil activity giving the child as much freedom as possible. This method is stimulating the interest of the boys and girls to the extent that all are anxious to take part and make some contribution to the work. In the same way organized play stimulates the boys and girls so that there will be no idling or "fooling around" on the play ground but instead every one will be taking an active part in worth while play. No other part of the school curriculum holds as great an opportunity or responsibility for the teacher.

The following schedule is an exact duplicate of the program for one day for the entire school:

First Group

9:50—10:05 a. m.
2:15— 2:30 p. m.

Games Played a. m.	Games Played p. m.
6A Dodge Ball	Dodge Ball
6B Apparatus (swings, giant strides, slides, teeters, etc.)	Apparatus
5A Dodge Ball	Dodge Ball
5B Dodge Ball (boys)	Dodge Ball (boys)
Black Tom (girls)	Black Tom (girls)
5B-4A Foot Ball (boys) (kicking, passing)	Foot Ball (boys)
Lose Your Supper (girls)	Lose Your Supper (girls)

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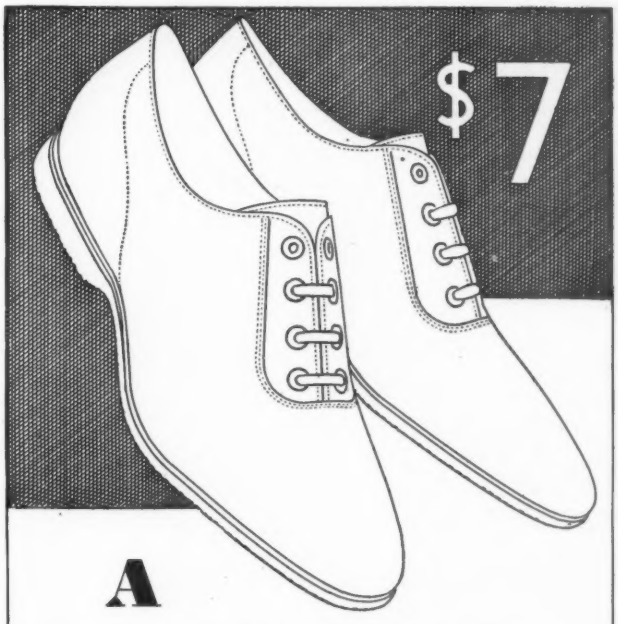

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By Dr. Rudolf Bode

SONYA FORTHAL and ELIZABETH WATERMAN have rendered to Physical Education a great service in translating "EXPRESSION-GYMNASTICS." Dr. Bode divides his subject into I. *Theory* and II. *Practice* thereby giving you his ideas in practical form. The author contends that "The starting point of Physical Education is a thorough development of the instinct of movement." In all, it is one of the most scholarly books that we have ever issued. It is superbly illustrated from the original German plates. The price is $2.00.

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ELIZABETH TURNER BELL has gathered together a new collection of figure and character dances. The success of her first book, *Fifty Figure and Character Dances,* attests to her ability in this field. The music selected is of the best and the dances are well chosen. The illustrations are works of art. The author classifies the dances under the following headings. I. *Rhythmic Games for Children.* II. *Rhythmic Movements.* III. *A Story in Dance.* IV. *Song Dramas.* V. *Musical Interpretations.* VI. *Scottish Dances.* "TWENTY-FIVE FIGURE AND CHARACTER DANCES" is a splendid piece of work. The price is $4.00.

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By Ernest Thompson Seton

In response to a great demand, Ernest Thompson Seton has compiled a new edition of the famous "BIRCH BARK ROLL OF WOODCRAFT." This edition contains many new articles on campcraft and Indian handiwork. There is a new section on Indian Music and Dancing as well as many new drawings and illustrations. It is "the bible" for every camp leader. Teachers of Physical Education will find the games and the activities new and inspiring. Is in the handy pocket size and the price is only $1.00.

PUBLISHER'S NOTE: "TUMBLING ILLUSTRATED" by L. L. McClow previously announced for early publication will not be ready until September 1st. We trust all those who are waiting for this important book will have patience.

ARCHERY SIMPLIFIED

By Phillip Rounsevelle

"ARCHERY SIMPLIFIED" by Phillip Rounsevelle will do more to popularize Archery than any other single influence. Dr. Robert P. Elmer in the Introduction states unreservedly that "This is the best book of its kind that has ever been published." Mr. Rounsevelle's method is no amateurish attempt. It has proven highly successful as his many enthusiastic pupils will testify. His material is arranged as follows: I. *The Best Way.* II. *Handling an Archery Class.* III. *Description of Method.* IV. *Tournaments.* V. *Indoor Archery.* VI. *Equipment.* VII. *The Romance of Archery.* It is illustrated by photographs and drawings. The drawings are accurately done by Hubert E. Blackburn and the author. The price is $2.00.

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By JAY B. NASH

Chairman, Department of Physical Education, New York University
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9. Time Schedules.
10. Classification of Activities.
11. Classification of Children.
12. Organization of Leaders.

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Water Games for Class, Club or Camp

By

LUCY SOUTH PROUDFOOT

Tulare Union High School, Tulare, California

THESE water games are old time favorites of the gymnasium and playground, adapted to pool conditions. The swimming teacher will find some of them useful, during the play or practice period at the close of the lesson, to encourage practice in elements of swimming or diving which have been presented during the instructional period. Others are suitable for exhibition purposes. Games have an important place in the early swimming lessons of both children and adults. They stimulate and hold interest during a period which might otherwise be one of drudgery for the beginner.

Rhythmic Breathing Game

BOBBING RELAY RACE

12 to 40 players. The players are divided into two groups of equal numbers. Each group is a team. Each team is divided into two divisions which stand facing each other on opposite sides of the pool.

At a signal the leader of each team jumps into the water and crosses the pool in a standing position, using rhythmic breathing. Rhythmic breathing is done in the following fashion: As he jumps into the water, the player throws his arms up overhead and takes a good breath through his mouth. When he touches the bottom of the tank he pushes himself up, at the same time sweeping his arms down to his sides and exhaling through his nose. This movement is repeated until he has crossed the tank and reached the other division of his team. The first player in line in this second division then jumps into the water and crosses with this bobbing movement until he reaches the line formed by the first division. The game is continued in this way until each player has made one trip across the tank. When the game is finished the divisions will be lined up on opposite sides of the tank from their original starting position. The first team to finish wins.

Games for Practice in Strokes

DOG RACE

Any number of players. At a signal, all dive and swim dog paddle the length of the tank. Stand in shallow water, bark three times, touch the side of the tank, and swim back to the opposite end on the dog paddle. The first player to finish wins.

FROG RACE

Any number of players. The players are lined up in the water along one side of the pool. At a signal, they race the length of the tank on their backs, using the frog kick only. Hands must be kept on hips. The first player to finish wins.

STEAMBOAT RACE

Any number of players. The aim of this game is to teach the leg stroke of the crawl. The players are lined up in shallow water with backs to the side of the tank. At a signal from the teacher, all take face floating position and cross the width of the tank using the leg stroke only. The arms are extended, thumbs joined, and fingers held together. The leg movement comes from the hips, with only a slight knee bend.

The winner is the one who finishes first without breaking stroke.

Games Which Introduce Floating

LOG

5 to 20 players. A space is marked off at opposite ends of the pool for the two goals. One player is the Log. He floats on his back in the center of the pool, midway between the two goals. The other players swim in a circle around the Log. Without warning, the Log suddenly rolls over and gives chase. The players try to reach one of the goals without being tagged. Any player caught must be a log and float in the center with the first log. The last one to be caught is Log for the next game.

STILL POND

5 to 20 players. One player is "it" and stands at one side of the pool. She covers her eyes with her hands. As soon as she is blindfolded, all the other players start to swim the length of the pool. "It" counts aloud from one to ten, then says, "Still pond! No more moving," and opens her eyes. When she looks up, everyone must be floating motionless. Anyone seen moving is sent back to the starting point. The game is continued until all have swum the length of the tank. The last becomes "it" for the next game.

Games Which Introduce Treading Water

COUNT TEN AND STOP

5 to 20 players. One player who is the leader stands with her back against the wall at one side of the pool. All the other players are lined up in the water at the opposite side of the pool. The leader covers her eyes and counts aloud, slowly, from one to ten. She then says, "Stop" and looks up quickly. When she begins to count, all the players start to swim toward her. When she says "stop" they stand up, if in shallow water. If in deep water, they tread. Any who are still swimming when the leader looks up are sent back to the starting place. The leader blindfolds herself again and the game proceeds until all have reached the side on which the leader stands. The one who is last to reach that side is the leader for the next game.

TREAD TAG

Any number of players. One player is selected to be the tagger. The other players swim about the pool.

"ATHLETE'S FOOT" preys on 50% of *gym-class pupils*

HUNDREDS of times each year, you undoubtedly run into cases of "Athlete's Foot." For, according to both government and medical authorities, at least half of the population is at some time infected with this form of ringworm. And it lurks in the very places where your pupils come for health—on the edges of swimming pools and showers—in gymnasiums—on locker- and dressing-room floors.

You may call it toe itch, golf itch, doctors may call it ringworm—millions of people who have it, call it "Athlete's Foot." But all of them are the same—a ringworm parasite, tinea trichophyton by name, causes that redness between the toes accompanied by i-t-c-h-i-n-g. Tiny blisters or a thick, moist skin condition may be another symptom. Again dryness, with little scales, is a signal* of "Athlete's Foot."

***WATCH FOR THESE DISTRESS SIGNALS THAT WARN OF "ATHLETE'S FOOT"**

Though "Athlete's Foot" is caused by the germ—*tinea trichophyton*—its early stages manifest themselves in several different ways, usually between the toes—sometimes by redness, sometimes by skin-cracks, often by tiny itching blisters. The skin may turn white, thick and moist, or it may develop dryness with little scales. *Any one of these calls for immediate treatment!* If the case appears aggravated and does not readily yield to Absorbine Jr., consult your physician without delay.

***Absorbine Jr. kills the germs of* "ATHLETES FOOT"**

In spite of the most sanitary precautions, this fungus parasite infects and ***re-infects*** bare feet almost any time they come in contact with damp floors.

If anyone comes to you suffering with this condition, remember that Absorbine Jr. has been tested by a famous New York laboratory—and has been found that it penetrates flesh-like tissues, and wherever it penetrates ***it kills the ringworm germ!***

It might not be a bad idea to have all your pupils examine their feet at once. At the slightest symptoms* mentioned at the left, full strength Absorbine Jr. should be doused on the feet. A bottle should be kept handy in every locker to use as a preventive after every exposure of bare feet on damp floors. At all druggists—$1.25. W. F. Young, Inc., 472 Lyman Street, Springfield, Mass.

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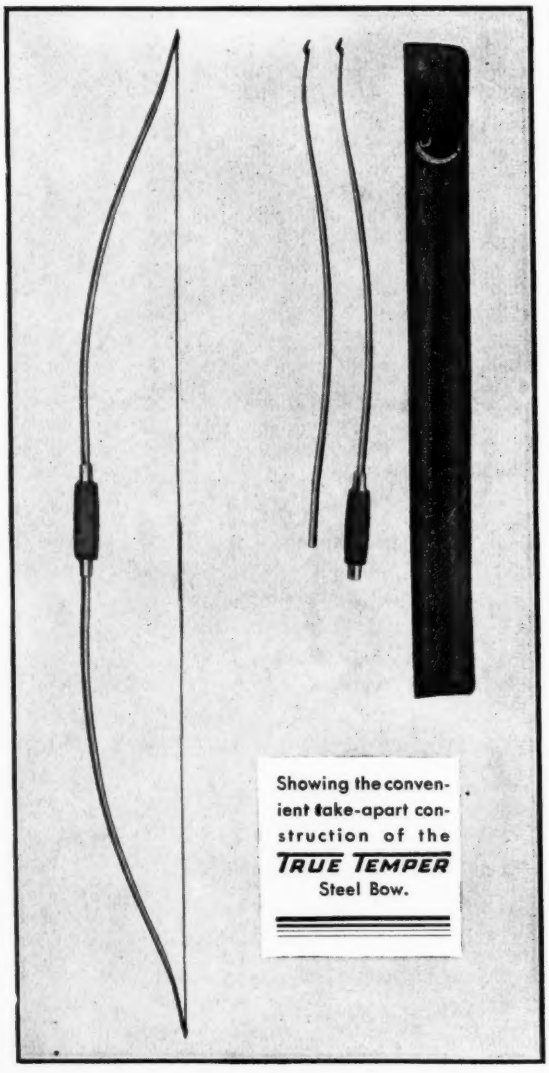

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To escape being tagged, a player must tread water. The tagger tries to touch a player before he can stop swimming and begin to tread. When a player is tagged he changes places with the tagger.

Games Which Introduce Diving

Dive and Race

Any number of players. Players are in couples. A strong player and a light, swift swimmer should work together.

The lighter player is mounted on his partner's shoulders. At a signal, the mounted players dive and swim the length of the pool. The first player to reach the end of the pool wins.

Follow the Leader

Any number of players. A player who is a strong swimmer and a good diver is chosen as leader. The other players form in line behind him and try to imitate him.

The leader swims, dives, and executes various water stunts. Anyone failing to follow the leader in any stroke, dive or stunt must go to the end of the line.

This is a very valuable game to encourage the timid swimmers.

Recover Plates

10 to 20 players; 5 tin pie plates. The players are divided into two teams of equal numbers. The plates are placed along the center line on the bottom of the pool, about five feet apart. To decide which team shall start the game, the captains of the two teams plunge for distance. The player making the greatest distance wins first turn for his team.

The first player of the team whose captain won the plunge for distance dives and swims to the bottom of the pool. He brings up as many plates as he can. The plates are counted and the score is kept. The plates are dropped again and the first player of the opposing team has his turn. This is continued until all players have had one trial. The team which brings up the largest number of plates is the winner.

Shell Dive

10 to 30 players; a large shell. The players are divided into two teams. The teams stand on opposite sides of the pool. A shell is placed on the bottom of the pool in deep water.

The first player from one team dives and tries to recover the shell. If he brings it to the surface, one point is scored for his team. Then the first player for the opposing team has his turn. Only one trial is allowed each player. The game continues until each player has had a trial. The team which scores the highest number of points wins.

Water Mine

5 to 20 players. A large number of pennies are scattered on the bottom of the tank, at the deep end. All players are lined up along the edge of the tank, in the water. At a signal each player makes a surface dive and swims to the bottom of the tank to recover as many pennies as possible. The player who brings the largest number to the surface is the winner.

Games Which Introduce Under Water Swimming

Fisherman

6 to 20 players. One player is the Fisherman and stands in the center of the pool. If the players are expert swimmers, he may go into deep water and tread instead of standing. The other players are Fish and are lined up at one side of the pool.

The Fisherman signals to the Fish, who swim for the opposite side of the pool. The Fisherman tries to catch the Fish before they can touch the side. Any player tagged by the Fisherman must join him in the center and help tag the others. When a second player is caught, the three in the center join hands and form a net. Only those on the ends may tag. The one in the center tries to keep the Fish from breaking through the net before they can be tagged by the players on the ends. As more Fish are caught the net is lengthened, but only the two end players may tag. The Fish now swim toward the center and try to swim or dodge between the players forming the net. The last Fish to be caught becomes the Fisherman and the game is played again.

Tunnel Swim

8 to 20 players. There are two teams. The members of a team stand in a single file in the shallow end of the pool. The players, with the exception of the last one in each file, stand with feet spread wide apart. The leader says, "On your marks. Get set. Go!" At the word "Go", the last player in each file swims under water, between the knees of the other players, to the head of the line. When he reaches the head of the line, he stands and spreads his feet apart. The player who is now last in line watches carefully, and when the first swimmer's head appears above water at the head of the line, begins his under water swim. Each player has his turn. When the game is finished the players will be lined up in the same order as at the beginning of the game. The team finishing first wins.

Games Which Provide Practice in Life Saving

Handicap Tag

5 to 15 players. One player is "it" and tries to tag the other players as they swim about the pool. He must tag them on the arm or leg. When a player is tagged he continues to swim but does not use the arm or leg that was tagged. When he has been tagged several times and can no longer swim at all, he is out of the game. The player keeping in motion longest wins.

One Arm Race

Any number of players. The contestants line up at one end of the pool. At a signal, they dive and race the length of the tank. All must use the under-arm side stroke, but the upper arm must be carried up out of the water. Anyone using the upper arm for a stroke, or lowering it to the water level, is disqualified. The first one to reach the end of the pool is the winner.

Victim Rescue

As many players as size of pool will permit.

The players form couples. One is the victim, the other the rescuer.

(Continued on page 44)

Northwest District Association News

Compiled by—C. V. Langton, Oregon State College, Corvallis

THE first meeting of the Northwest Section of the American Physical Education Association was held in connection with the Inland Empire Association, April 8, 9 and 10, at Spokane, Washington. This section was formed last year, and the recent meeting was its inaugural as a section of the American Physical Education Association.

The launching of this new section has seen a decided improvement and enlargement of the program which has been fostered by the physical education interests in this section during the past few years. The meetings consisted of one general session for the first day with the second day given over to the section meetings. It was not thought advisable in starting out the program for the first time to make it too pretentious. This resulted in the sectional meetings being limited to two—the men's section and the women's section.

Over 100 teachers in physical education were present at the meeting. This is a much larger attendance than ever before. It was especially gratifying to note that practically the entire group was primarily interested in physical education. At the meetings before the attendance was largely composed of superintendents, principals, and teachers only partially interested in physical education. Many of the college athletic staff members of the different states represented were present at the men's section and took an active part in the discussion of problems. This is rather noteworthy, as this group of people in the past have not taken a very active interest in physical education.

The states of Washington, Montana, Oregon and Idaho were represented at the meeting. A glance at the map of this section of the country will indicate how difficult it is to organize a group of this nature. The distances here are so great that it makes the task of putting on an extensive and pretentious program almost insurmountable.

The spirit of those attending the meetings was very encouraging, and indicates that the Northwest Section will continue to grow and increase from year to year.

The officers elected for the following year are: President, Henry M. Foster, University of Washington; first vice-president, Paul R. Washke, University of Oregon; second vice-president, Rita Jahreiss, Department of Physical Education, Spokane; secretary-treasurer, C. V. Langton, Oregon State College.

The program itself was of a very high calibre. Many of the papers which were offered are worthy of a position on the national program. The success of this section for its first year owes much to the guidance of its first president, Professor F. T. Bohler of Washington State College. The program arrangements were entirely in the hands of Professor H. M. Foster of the University of Washington. This meeting indicates that the national body may expect to hear things from the Northwest Section in the future.

Western Washington Physical Education Association

R. H. Hager, Tacoma, Washington

The spring meeting of the Western Washington Physical Education Association was held at the new Washington Athletic Club in Seattle.

Dr. Eugene Bishop, Professor of Education at the University of Washington, was the speaker for the general session at 10:00 A.M.

Dr. Bishop is a dynamic, forceful speaker with a keen sense of humor. His subject was "Physical Education and Play in a Rapidly Changing Civilization." The talk was saturated with pointed remarks that left no sting, but inspired deep thought on the part of the physical educator as he tries to keep pace with the rapid changes in his own profession.

At 11:30 the group was divided into two sections for a very interesting inspection tour of the 22 stories of the fine new Athletic Club building, which houses all that is modern in the way of athletic equipment and recreational facilities.

The regular business meeting and election of officers was held at the time of the luncheon. The retiring officers were R. H. Hager, Supervisor of Physical Education, Tacoma Public Schools, President; Mr. Norman Kunde of the Department of Physical Education for Men at the University of Washington, Vice-president; Miss Helen Clarke, Lincoln High School, Tacoma, Secretary and Treasurer. The new officers are Miss Ruth Weythman, Bellingham Normal, President; Mr. S. M. Berthume, Lincoln High School, Seattle, Vice-president. Mr. Alfred Hodges, Director of Special Activities for the Tacoma Playground Department was elected Secretary and Treasurer.

Following the business meeting came the two sectional meetings. Mr. Frank O'Neel, Lincoln High, Tacoma, spoke to the men's section on "Current Problems of Intramural Programs."

Mrs. C. F. Davidson, University of Washington, gave a very fine paper on "Camping and Education" in the sectional meeting for women.

At 3 P. M. the entire group went by auto to the Green Lake Field House to witness a program in natural dancing directed by Miss Florence King.

This was followed by a demonstration of "Games New and Near New." Bob Hager and Al Hodges used a number of the group to demonstrate "Bouncit," a game very similar to volleyball but played with a neutral diamond area to replace the net. The ball is bounced in this diamond before it passes to the opponents' territory.

A game which Mr. Hodges originated and has called "American Ball" was demonstrated and had a popular appeal. The game is very similar to the English Lacrosse.

"Quoitennis" was also played and proved popular.

The day's meeting was brought to a very enjoyable close with a social hour of dancing arranged by Mr. Ben Evans, Superintendent of Playgrounds in Seattle.

Oregon State Physical Education Meeting

Paul R. Washke, University of Oregon

Sixty-five members of the association accepted the invitation of the School of Physical Education at the University of Oregon for a week-end meeting at its campus. This is the largest meeting in the history of the organization. The conference was in charge of Robert Krohn, Head of Physical Education in the Portland schools and president of the state association.

On Saturday, Dr. John Bovard, Dean of the School of Physical Education at the University, gave the principal address. Dr. Bovard stated in brief that physical education must establish itself as part of the general education program. To do this, physical education must build up a well defined subject matter, relate to other fields of knowledge, develop research along definite lines, and use scientific methods to evaluate its work.

Other addresses were made by Jack Hewitt, Oregon Swimming Coach, who spoke on "Grading and Improvement of Swimming"; Miss Ruth Robinson of Oregon State who spoke on "Play Days"; and Professor E. R. Knollin who gave an address on "Athletic Buildings and Fields." The week-end program also included demonstrations of physical education work by Miss Ernestine Troemel, of the Women's Physical Education Department of the University, by Miss Hazel Nobes of the Portland, Y. W. C. A., and by Professor E. R. Knollin of the Men's Department of the University.

There were many novel social features including games and dancing, with a final round-up at Cascade Resort for fishing, hiking, and other mountain activities. President Krohn won the honors for catching the most fish.

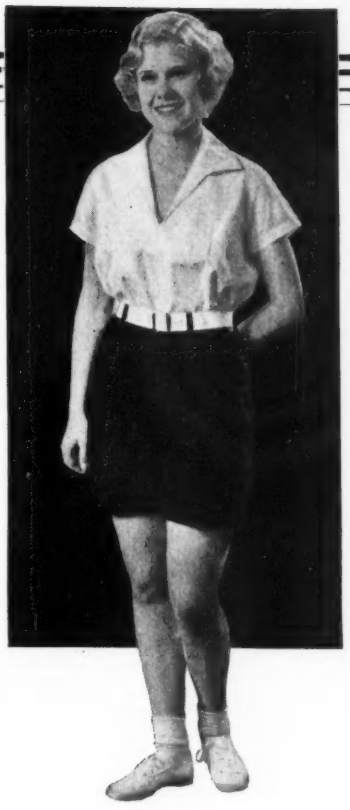
WINNER Athletic Clothes for Girls

MODERN TWO-PIECE SUIT

NOW IN COLORS

as well as black and white

The WINNER two-piece suit was designed in collaboration with leading Physical Directors of California to meet the demands of modern Physical Education. It is smart, modern and the only type of suit which fits every girl perfectly and comfortably, whether she be "long-waisted" or "short-waisted." Originally made in popular black and white, the WINNER two-piece suit is now offered in green and blue to meet the demands of those who wish colors. If preferred, white shirt may be worn with colored knicker.



Winner Shirt: 1616

In white Middy Twill; green or blue Argentine cloth. Made with adjustable "teddy-strap" which assures shirt remaining neatly in place during most strenuous action. Will neither bind nor pull up. Also serves as undergarment.

Winner Knicker: 3605

Made in black cotton Henrietta; green or blue Argentine cloth. The most becoming and sensible knicker ever designed. Cut without pleats or bulky gathers. Large closed side pocket.

Winner Sox

The only athletic sox especially made for girls. Of natural cotton, loosely knit for absorption. Turn-down cuff in either self-color, blue or green.

Winner Belt

Made of fine quality white webbing, finished with nickel buckle.

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For those who prefer a One-Piece Suit . . .

Winner Gym Suit: 305AF

Unlike the usual one-piece gymnasium suit, the WINNER suit has a style and smartness that appeals to the Physical Director and student alike. It is the work of experienced designers and is cut in a manner which eliminates bulkiness and "sloppiness." Note how trimly this WINNER suit fits, yet it is roomy and comfortable. Like all WINNER garments, this one-piece suit is carefully tailored. All seams are reinforced at points of strain. Neck, armholes and belt are finished with a self-colored facing. Buttons at left shoulder and side. Offered in blue or green Argentine cloth, guaranteed fade-proof.

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In Blue, Green, Maize, Helio, and Pink Argentine cloth.

This clever dancing romper may be used for dancing class instruction, practice and rehearsal. Collar, pocket, and armhole-trim in white. Sash of self-color ties in a back bow. Rompers are short, comfortable and decidedly good-looking.

All "WINNERS" are guaranteed not to fade from sun or washing

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PHYSIOLOGY
at the Service of
PHYSICAL EDUCATION

ARTHUR H STEINHAUS

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago

8. Metabolism of Exercise—Work Cost

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information.

THE amount of human energy or let us say fuel food necessary to perform a particular exercise in the gymnasium or an industrial operation can be measured with considerable accuracy. The simplest method is the one in which the amount of oxygen consumed by the body is carefully measured. This amount, expressed in liters, is multiplied by 4.825 (the number of calories of heat liberated when a liter of oxygen is used in burning the usual mixture of food stuffs on a mixed diet) and the product expresses the energy liberated in terms of the regularly used unit of heat, the large calorie.

Since the body is continually consuming oxygen at a considerable rate (about 300 c.c. per minute) even while at rest, it is necessary to determine first this resting metabolism and then by the appropriate subtraction from the exercise figure, determine the net cost of the work done. To illustrate: Let us assume that during a ten minute bout of exercise the oxygen consumption averaged 800 c.c. per minute and the resting oxygen requirement was 300 c.c. per minute. One assumes in this case that of the 800 c.c. per minute only 500 c.c. were extra and due to the work done, therefore the net consumption on behalf of the work done was 5,000 c.c. or 5 liters for the ten minute period. But the oxygen consumption does not return to the resting or 300 c.c. level immediately after exercise, and therefore one would have to add to this 5 liters all of the excess consumption (oxygen debt of A. V. Hill) in the post-exercise period. The experiment would need to be continued until the oxygen consumption returned to the resting level of 300 c.c. This may take from ten minutes to an hour or even longer depending on the severity of the work.

By means of this method it is possible to calibrate exercises in terms of their oxygen or fuel costs. This is really the best gauge of strenuousness. Thus if the energy cost of an exercise is expressed in calories one can determine just how much food, also measured in calories, it is necessary to consume in order to "finance the job." Mr. Jenkins and I have written about this in an earlier paper (Steinhaus and Jenkins, 1928). If one is interested in losing weight he needs only to remember that a pound of fat yields 4320 calories, so by the proper calculations he can decide just how long the exercise in question needs to be performed in order to burn up this pound of fat—let us say from around the waist line.

Exercise	Calories per Hour of Work	To work off one pound of body fat	Reference by number
Most strenuous mental work—body relaxed...	2	Think for 2160 hours	3
Seamstress (hand work)	4- 33	Sew at least 131 hours	1
Standing at rest.....	27	Stand for 160 hours	8
Tailor's work	45	Tailor for 96 hours	1
Electrical Vibrator-belt around abdomen..	45.6	375-15 minute periods	7
Ordinary office work....	49.1	Work 11 8-hour days	1
Walking at rate of 1 mile in 30 minutes	60.2	Walk 144 miles	8
Brick laying — skilled mason 6 bricks per min.	105	Lay 14,731 bricks	2
Carpenter's work	116-164	Work 4 7½-hour days	1
Laundress Work	124-214	Work about 22 hours	1
Playing Billiards	133	Play for 32½ hours	5
Wand Drill	210	Drill for 20½ hours	9
Walking at rate of one mile in 17¼ minutes.	222.2	Walk 66½ miles	8
Ping Pong	245	Play 17¼ hours	5
Shoveling Sand into wheelbarrow — 8 16-lb. shovelsful per min. ..	300	Shovel 114,739 lbs. of sand into wheelbarrow	11
Stone cutting	286-319	Work about 14 hours	1
Sawing wood	370-406	Saw about 10½ hours	1
Muller's System of free-hand gymnastics	399	Drill 10½ hours	9
Fencing	539	Fence 8 hours	9
Plastic Dancing	546	Dance 8 hours	9
Parallel Bar Work	612	Drill 7½ hours	9
Walking at rate of 1 mile in 12 minutes ..	625	Walk 34¾ miles	8
Wrestling	791	Wrestle 5½ hours	9
Most strenuous football	900	Play 4.8 hours	4
Running a mile in 6 min. (Trained runner)	1000	Run 43.2 miles	8
Same speed (untrained runner)	2500	Run 17.3 miles	8
Running 100 yds in 10 seconds	12,000.	Run 129 dashes	8
Walking to the top of the Washington Monument, per trip	90	48 trips	4
Pushing up from prone to front leaning rest		5714 push ups	6

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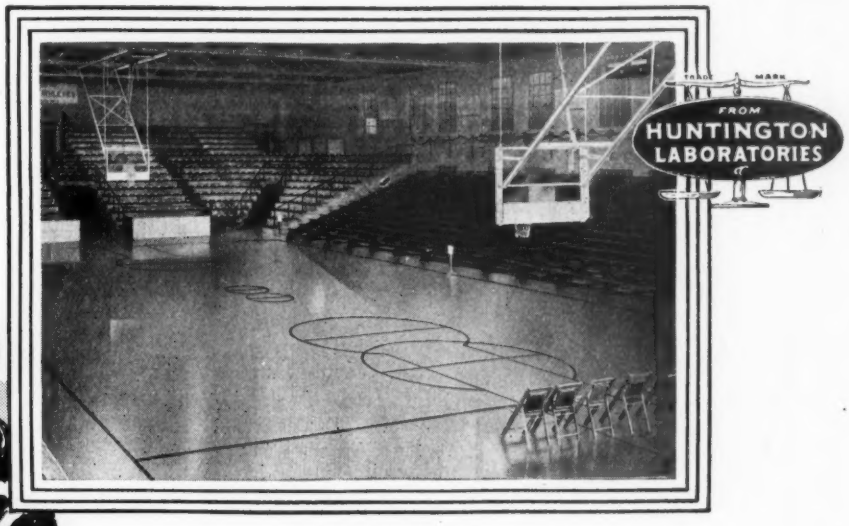
11. Wenzig, Kurt. 1928. Arbeitsphysiologie, 1, 154.

I searched the extensive literature in this field and calculated the figures for a number of exercises and occupations in preparation for a recent address at the Ann Arbor meetings of the Mid-West Association of Physical Education for Women in Colleges and Universities. Since this list has not been published elsewhere I take the liberty of presenting it here. The data, as the references indicate, were produced by many different authors in laboratories of Europe and America. Because the methods employed differ considerably there are a number of discrepancies which could not be avoided without inexcusably "doctoring" the figures. I have merely calculated the author's data to a uniform basis for comparisons. On the whole I believe the list merits confidence. It is calculated for the average size man weighing about 155 pounds. The work cost would be greater or less as the weight of the person varied from this figure. The cost is also greater when performed by the unskilled or untrained.

(Continued on page 46)

SANA-SEAL IMPROVES THE GAME!



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3. Surface is sealed, preserved and given a beautiful finish.
4. Any floor, whether old or new, can be put into perfect condition easily.
5. Scrubbing is entirely eliminated, maintenance easy with a dustless mop.
6. Original luster and color of floors is restored. Surface is soil-proof.
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IT MAY INTEREST YOU TO KNOW

A CORDIAL invitation has been extended to the members of the American Physical Education Association to attend the Health Section meeting of the World Federation of Education Associations, which will be held at Denver, Colorado, July 27 to August 1, 1931.

A rich and varied program is now being arranged on various problems of interest to all concerned with school health, and a large attendance is expected from all parts of the world. Full information will be supplied upon application to the office of the Secretary of the Health Section, Miss Sally Lucas Jean, 200 Fifth Avenue, New York N.Y.

THE following resolution was adopted by the section on Boys' and Men's Athletics at the Trenton Convention of the Eastern District Society:

RESOLVED: That it is the opinion of the men's athletic section that in keeping with the scientific objectives of physical education there should be no such distinction or classification as major and minor sports in athletics, but that all athletic sports be equally recognized and that major awards or letters be granted to boys representing their respective schools regardless of victories won.

"GOOD Posture Wins," a U. S. Department of Agriculture educational film in two reels, sponsored by the Office of Cooperative Extension Work and made and distributed by the Office of Motion Pictures, is based on actual experiences of leaders in 4-H Club Work.

Organizations, schools, clubs and individuals wishing to borrow copies of this film should apply to the Office of Motion Pictures, U. S. Department of Agriculture, Washington, D. C. There is no rental charge; borrowers pay only transportation charges to and from Washington.

THE American Posture League is making to Y.M.C.A. Physical Directors a very liberal offer. Their standing posture wall chart consisting of a poster showing a man in three positions which heretofore sold for 35c each is offered to Directors for 25c each in lots up to one dozen; 50 copies 15c each and 100 copies 12c each. Remittance is requested for orders of less than one dozen charts.

THAT safety education has become generally accepted as an important subject in the elementary schools is indicated in the results of a recent survey made by the Education Division of the National Safety Council. An inquiry sent to 2,900 superintendents of schools yields some interesting facts as to the extent to which safety is taught, and how it is administered.

Eighty-six per cent of the school systems replying to the Education Division's questionnaire teach safety in the elementary schools; only 56 per cent teach it in secondary schools.

The method most generally used for teaching safety is by correlation with required school subjects. These are listed as follows:

Subject	No. of cities reporting
Civics	1278
English	867
Art	613
Geography	350
Handwork	330
Health and Physical Education	294
Auditorium	118
Visual Education	43
Mathematics	10

In 386 cities safety is taught as a separate subject and in 760 cities it is taught as an extra-curricular subject. Two hundred and eighty-eight cities have separate courses of study for safety, a relatively small number in view of the 1,620 cities reporting safety teaching in the elementary schools. Many cities are using state courses and those prepared by other cities.

Since the superintendent is the responsible administrative officer for all the schools, and the principal for the individual school, it is expected that they would be responsible for the teaching of safety along with all other subjects. *For special supervision by far the largest number of schools place responsibility with the supervisor of health and physical education*, a natural allotment since the subjects are so closely related that it is difficult to make a definite line of demarcation between them. Also the technique of teaching safety is similar to that for teaching health. The fact that 36 cities report a "safety supervisor" is significant of the growing importance of the subject. A tabulation of the reports on supervision follows:

Superintendent	420
Principal	406
Health and Physical Education Supervisor	303
Assistant Superintendent	159
Teachers	237
Safety Supervisor	36
Elementary Supervisor	30
Art Supervisor	12
Civics	8
Auditorium	6

Junior safety council organizations are reported by 163 cities; school boy patrols by 473; and 121 cities have other clubs which do safety work.

While this survey is limited, of course, and does not by any means give a complete picture of school safety activities throughout the country, it serves to indicate the widespread attention which is being given to the subject. And the fact that child accidents are actually decreasing as a result of this educational effort should give encouragement to further activity.

Rating Suggestions for Teachers

If you approach your class without serious preparation, mark yourself poor.

If your lesson consists of a pet drill, dance or game, mark yourself poor.

If your chief objective is straight lines and faultless uniformity, mark yourself poor.

If you do not teach the details and rules of a sport to all your pupils, mark yourself poor.

If you think merely in terms of technique, mark yourself poor.

If you think more of the outcome of the game than the player, mark yourself poor.

If you fail to reach the needs, mentally and physically, of each child in your teaching, mark yourself poor.

If you function only during class hours, mark yourself poor.

If your department is out of touch with the rest of the school, mark yourself poor.

If you don't know what you have achieved at the end of a year, mark yourself poor.

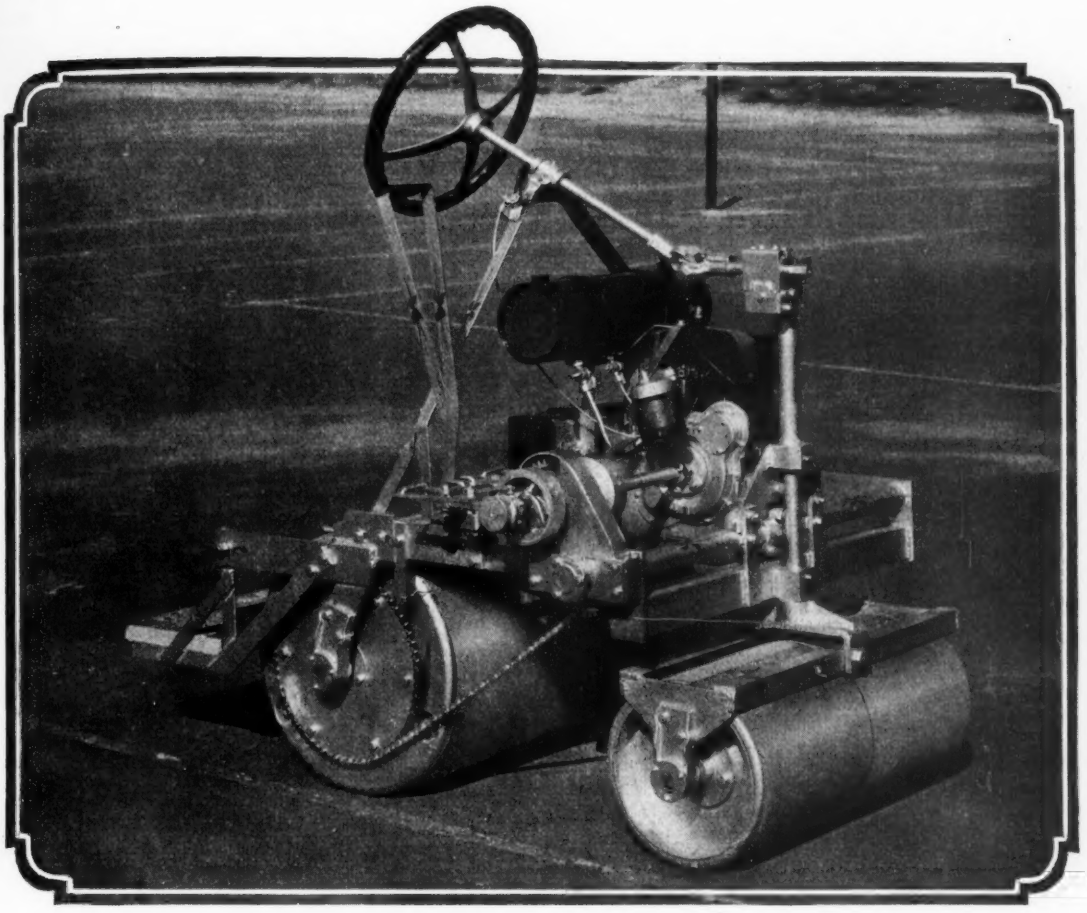
If your gymnasium, locker rooms and showers are dirty, mark yourself poor.

If you do some of these better, mark yourself fair.

If you do all of them so you can defend them educationally, mark yourself good.

Then leave it to others (not newspaper reporters) to rate you excellent.

Carl Schrader,
State Supervisor of Physical Education
Massachusetts



A Real Good Power Roller

IN the winter of 1929 Mr. W. R. Smith, Director of Intramural Athletics of the University of Minnesota, walked into our plant and asked us if we would build for them a power roller which they could use on their Tennis Courts, Athletic Fields, gravel paths, and in the Field House. The specifications Mr. Smith laid down were:

1. It should weigh about 1000 pounds.
2. It should have a forward and reverse transmission to eliminate frequent turning.
3. It should be easily mastered by any workman without previous training.
4. It should have a motor with sufficient power to operate in the hot summer without overheating.
5. It should be able to climb grades up to ten per cent.

How well these specifications were met is graphically told by Mr. Smith's letter of December 29th, 1930, in which he says,

"The one (power roller) you built for us is thoroughly satisfactory — it is very efficient, easy to operate, economical to run. It is just what we wanted."

This new Toro Power Roller is selling rapidly to enthusiastic purchasers who say it is the most efficient machine they have ever used. Why not order one subject to performance on your own grounds?

TORO MANUFACTURING CO., 3042-3204 Snelling Ave., Minneapolis, Minnesota

America's Largest Builders of Power Grass Cutting Machinery

Archery Tournaments

(Continued from page 29)

times three is given for a hit in vital spots and one for a hit in a non-vital place. In scoring Rovers, each archer has two shots at each Rover target, and the one whose arrow is nearest wins the cast. The first archer to score seven wins the game.

Before attempting to run any tournaments, write to the National Archery Association, Old South Building, Boston, Mass., sending a stamped envelope, for a copy of the constitution of the association which consists of rules and laws governing contests.

Telegraphic Meets

Many of the colleges have been conducting inter-college telegraphic archery meets for several seasons past. This seems to be an increasingly popular event. As a rule each college is represented by one or more teams of four archers each who shoot either the Team, American, or Columbia Rounds. At the end of the tournament which is shot on the home grounds, each college telegraphs the scores to the other colleges who have entered the tournament. When all scores are in, each school then knows what place has been won.

For this event I am much in favor of having the entire archery group participate and take the average as described above in the "Inter-class Shoot." In this way no premium is placed upon the high score of some individual, which is fame gained at the sacrifice of others. The average method is the only way of finding a real estate of how the entire school compares with other institutions.

There has been considerable agitation in favor of appointing a telegraphic archery secretary for schools and colleges, one who could record such a meet. If all schools that are interested will communicate with the author, some plan will be worked out whereby this telegraphic contest can be enlarged upon.

The Organized Recess Period

(Continued from page 44)

Second Group

10:05—10:20 a. m.
2:30— 2:45 p. m.

Games Played a. m.	Games played p. m.
4B Dodge Ball (boys and girls)	Dodge Ball
Foot Ball (boys) (kicking, passing)	Apparatus
4B Apparatus	Dodge Ball
3A Dodge Ball	Cage Ball (boys and girls)
3B Cage Ball (boys & girls)	Soccer Ball (boys and girls)
Soccer Ball (boys & girls)	Clogging (girls)
3B-2A Here Comes the Farmer	Black Tom

Third Group

10:20—10:40 a. m.
2:45— 3:00 p. m.

2A-2B Airplane Race (boys)	Come Hither (boys and girls)
Soccer Ball (boys & girls)	Soccer Ball (boys and girls).
Jumping Rope (girls)	Bouncing Ball (girls)
2B-1A Apparatus	Apparatus
1A-1B Fox and Geese	Midnight
1B Run Old Bear	Bogie Man
Kindergarten	Come Along
Drop the Handkerchief	Little Tommie Tittlemouse
Brownies and Fairies	

Following is a record kept by one teacher of the third grade for one week:

Monday

Foot Ball (boys) (kicking, passing)	Foot Ball (Boys)
Soccer Ball (boys and girls)	Soccer Ball (boys and girls)
Game with Soft Rubber Ball (girls)	Hop-Scotch (girls)

Tuesday

Cage Ball (boys and girls)	Cage Ball (boys and girls)
Soccer Ball (boys and girls)	Soccer Ball (boys and girls)
Clogging (girls)	Clogging (boys and girls)
Aeroplane Race (boys)	

Wednesday

Apparatus (swings, giant strides, slides, teeters, etc.)	Apparatus

Thursday

Foot Ball (boys) (kicking, passing)	Dodge Ball (boys and girls)
Tag Ball (boys and girls)	Game, Soft Rubber Balls (boy and girls)
Follow the Leader (boys and girls)	Tantoli (boys and girls)
	Clogging (boys and girls)

Friday

Foot Ball (boys) (kicking, passing)	Foot Ball (boys)
	Soccer Ball (boys and girls)
Soccer Ball (boys and girls)	Sand Pile (girls)
Shadow Tag (boys and girls)	Clogging (boys and girls)
Train (boys and girls)	

Water Games

(Continued from page 37)

The victim enters deep water, while the rescuer stands at the edge of the pool. At a signal from the teacher, the rescuers dive in, swim to the victims, seize them, and carry them, by any recognized life saving carry, to the opposite end of the pool. The first rescuer to reach the end of the pool with his victim is the winner.

Games for Exhibition Purposes.

Broncho

Any Number of Players. The players stand in couples with the one representing the broncho directly behind the one who is to be the rider. The rider stands with his feet wide apart. The broncho bends his knees and places his head between the legs of the rider. The broncho then straightens his body and carries the rider up on his shoulders. With a toss, the broncho flings the rider backwards into the water. Broncho and rider then change places.

College Crew Race

8 to 20 players. The players are divided into two teams. The members of a team stand in line in shal-

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College graduates may complete the regular three-year course in two years if they have the necessary prerequisites for the work.

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THREE-YEAR COURSE . . B. S. P. E. Degree **FOUR-YEAR COURSE . . B. S. Degree**
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low water, one behind the other. At a signal all players lie down upon their backs. Each player grasps the body of the one ahead of him with his knees. All use the arm stroke of the back stroke. No movement of feet is permitted. They race the length of the tank.

Tin Horn Relay

10 to 20 players; 2 small tin horns. The players are lined up in two single files. The race is between the files. The tin horns are placed opposite the files at the other end of the tank.

At a signal from the leader the first player in each file dives, swims the length of the tank, seizes the horn, blows it, replaces it, swims back to the file, touches the feet of the second player in line, and then leaves the game. As soon as the second player's foot is touched, he dives, swims, blows horn, and returns to tag the next player. When each player has had his turn, and the last player has returned to the starting point, the game is declared to have been won by the team who finished first, provided that team made no foul.

Fouls: Failure to blow horn so that it can be plainly heard; failure to touch the foot of the next swimmer; starting before being touched.

Acrobatic Swim

Any number of players. The swimmers start from the deep end of the pool and finish in the shallow end. The object of the game is to see how many stunts can be executed while swimming the length of the pool. The players begin with a fancy dive. For example, a player begins with the jack knife dive, swims a few strokes under water, executes the porpoise, the rolling log, sculls, and finishes by standing on hands in shallow water. The player who succeeds in presenting the greatest variety of stunts is the winner.

Physiology

(Continued from page 40)

On the whole these figures are discouraging to one who desires to reduce weight by the exercise route. Not only is this due to the body being very economical in the use of its fuel (approximately 25-30 per cent mechanical efficiency), but the fact that exercise accentuates the desire for food makes it so much easier to take food far in excess of what has been consumed. Thus if a moderate two mile walk encourages the consumption of just one extra piece of bread and one extra pat of butter it has already paid for itself and provided enough fuel for still another mile. Any sound regime of weight reduction must provide for curtailment of intake. There are bulky foods which satisfy hunger without adding largely to the calories. For example, a pound of string beans supplies no more fuel than a tablespoonful of maple syrup. In our 1928 paper, already cited, Mr. Jenkins and I presented pertinent facts and tables of foods.

Some Essentials in Playground Planning

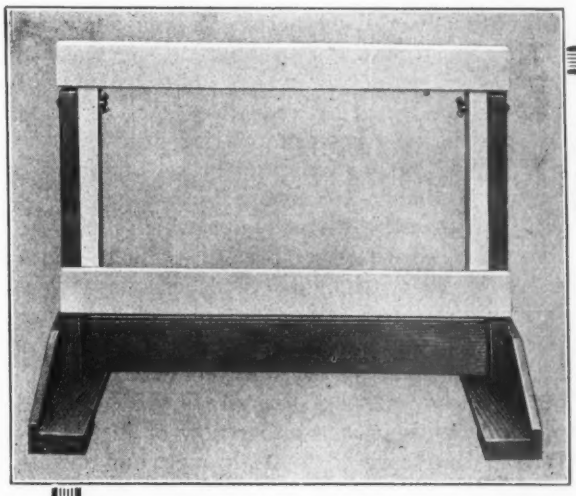
(Continued from page 13)

inheritance. It will succeed as never before, and our children will live largely an outdoor life, and if we do not provide for them now we will burden them with unnecessary costs. Since every new generation will have to meet more and greater problems than the preceding generation, it is unfair to burden them with something which can be prevented by a little foresight. Many cities have had surveys made and the experts on city planning have advised them to plan ahead, but the average citizen of today is thinking mainly of keeping the tax-rate down. Few men realize that we burden our children with new and costly problems every time we build up a new section without leaving an open space in its center. Many of our New England settlements were started around a Common, and if every new settlement or district settled since, had followed our first settlers' example we would not now have the congested, ugly, inhuman cities.

We have learned a great deal since our first ugly dumps of playgrounds were started some forty years ago. They were not only dusty, ugly dumps, but so filled with apparatus that they looked like monkey cages. This terrible stage is of course now happily passed. It was caused by the intense desire of playpioneers to give to the children in crowded cities opportunities for active play, and any vacant lot seemed a godsend, and since climbing trees, overcoming obstacles, sliding, jumping and vaulting has biological significance, our pioneers thought they needed all kinds of fancy structures. To be sure such monkey cages have their value, but there is much more in true play and recreation than mere anatomical or physiological exercise. Play must reach the heart and soul of the child, and children just naturally love beauty and nature, and a playground without grass, shrubs, trees, vines, and flowers is not a real playground for children and does not refresh the soul of the dwellers among bricks, stone, steel and mortar.

Here, then is another fundamental principle which the playground planner must bear in mind. A playground to be a success must have a beautiful and effective, yet economical landscape setting. We need the green fields and the green background of hedges, bushes, and trees to rest the eyes from the glare of our white paper occupation and other increasing eyestrains which result from close-up work and study. We need the trees for deadening the noise without and within the playground, we must have shade for rest and the enjoyment of quiet games and other forms of constructive play and recreation. We need an oasis in the desert of the modern city; we must keep out the ugly sights and noise and give our girls and our boys a chance to play with abandon each in their own play world.

For this we need not only the most skillful landscaping, not only the enhancement of natural settings, but in addition a layout which preserves the largest possible use for various games and sports. These must



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on hand ready for emergencies in case of injury. Minor injuries are very common while at camp, at the seaside or while touring, and many a pleasant vacation may be spoilt by a trivial accident.

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offer opportunities for natural groupings for varying ages of children and of youth and even allow for adults. They must allow for overlapping and seasonal uses. Such a layout demands the judicious use of fences and walls, of benches and tables, etc., etc., and they involve permanent reservations for little children and for girls. There are fences to be set out for the protection of the players, backstops for the promotion of the best possible play, and surfaces which make the active play safe and scientific. Baseballs which fly into the streets or into neighbors' lands encourage law breaking, may do damage to passing automobiles, cause accidents and what is even worse from the aspect of baseball, spoil the game. If we must chase tennis balls where inadequate or no backstops are provided, there will be no real tennis players either now or in the future. If it is necessary to hunt through our shrubs and bushes and climb over inadequate fences, there will not be any orderly or beautiful landscape settings. If baseballs can reach into the little children's play fields or knock them out of their swings or if they can break a neighbor's window there will soon be no real play.

When I suggested some twenty-five years ago that a certain playground designed by a famous architect needed fencing all around and within; when I pointed out that old ladies crossed through the playground to get their groceries and thus stopped the play or caused accidents; when I told them that the shrubs and the bushes offered handy opportunities as sanitary convenience stations day and night; and when I told them that this landscaping attracted undesirable "parking," I was accused of insulting the neighborhood. Of course, I meant nothing of the kind. I know that the bushes and the groves looked attractive to couples riding by on the street cars and that they looked "handy" to the night birds who came out after midnight. After I left this particular city they did think it wise to follow my advice. They put an ugly fence all around the outside but they left out the gates where four streets ended on opposite sides of the long sides of this rectangular field. The crossing through the field by the old ladies of course continued and since they did not add a special kind of fence for the shrubs and did not add some lighting, the bushes became even better hiding places for those who had to hide.

Of course, any playground ought to be a place for wholesome loafing and even for courting, but it must be so designed and protected and supervised that it can be at any time, day or night, a decent and real place for wholesome play and recreation. If it attracts only those who do not know better, do not want anything finer than slums, we had better not have any playground. Unless the best of the neighborhood will make regular use of it you can never lift anybody to a higher level. If it is over-supervised you cannot make real progress in home rule and self determination and if you have the wrong layout and design you cannot do any of this without too great a cost for care and maintenance and supervision. Thus in determining the size, one must plan for from eight to ten per cent of the area for landscape setting, particularly on all playgrounds up to thirty or fifty acres in size. Well defined entrances, walks, service drives, shrubs, trees, lawns, special surfaces, etc., are all of the greatest importance if we are to receive worthwhile returns in wholesome, vigorous and all other types of play and recreation and in mental, moral and social health and happiness. The fences for the grouping of players and the protection of players and for the preservation of natural settings are imperative. The skilled architect will see to it that the prison effect of some types of fencing is avoided in the future.

Generally speaking picket fences outside, high wire fencing inside, all kinds of garden fences where needed, must be more or less enhanced by shrubs, flowers, and trees, vines, etc., and are a most important part of playground design.

When we consider that there must be special areas for little children, resting places for mothers, special divisions for certain games for young women, special game courts, suitable placing and setting for apparatus, safe approaches to different sections, central control, proper field houses, sanitary accommodations, drinking fountains, surface drainage, easy supervision, it can readily be seen that playground planning is a combination job for an engineer, an architect and a play and recreation expert. Since playground construction is a costly affair under such various requirements, it is further evident that no playground construction should be undertaken until complete plans have been carefully studied by a specialist. A great deal of money has been wasted where construction was started without complete designs. For instance, I have emphasized several times the importance of trees. Trees grow slowly. It costs quite a bit of money to transplant a twenty foot tree. Yet many trees are being set out annually which later on prove to be in the wrong spot. Since many of our playgrounds, particularly in cities have to have landscape-setting built up, it will take years before the playground will get its real beauty and attractiveness. Time and again I have seen trees set out on the south and west sides of tennis courts, and none on the north side. When these trees are twenty feet high it will suddenly dawn upon the people that the flickering shadows from these trees spoil the play and so on and so forth. To promote wholesome play and love for sports we must have the best possible conditions. You cannot develop a skater on soft ice, nor a tennis player on "cuppy" courts. We cannot play baseball with the sunlight toward the fielders. The details of layout and construction are more important than most architects realize and many maintenance departments yet understand. The landscaper must remember that utility comes first and the playground directors must remember that landscape setting is also of extreme importance in the efficiency and the economy of the care and supervision of playgrounds.

BACK NUMBERS WANTED—Thirty cents will be paid for each copy of the Journal for the following months: **October** and **December, 1930; January** and **February, 1931.** Wrap securely or put in a heavy envelope addressed to the American Physical Education Association, Box 362, Ann Arbor, Mich.

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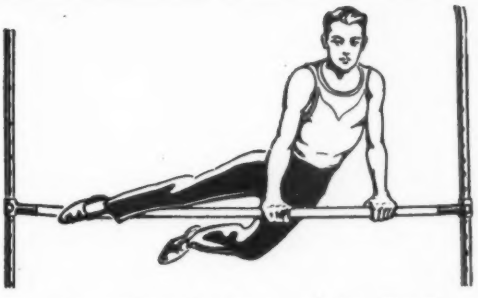

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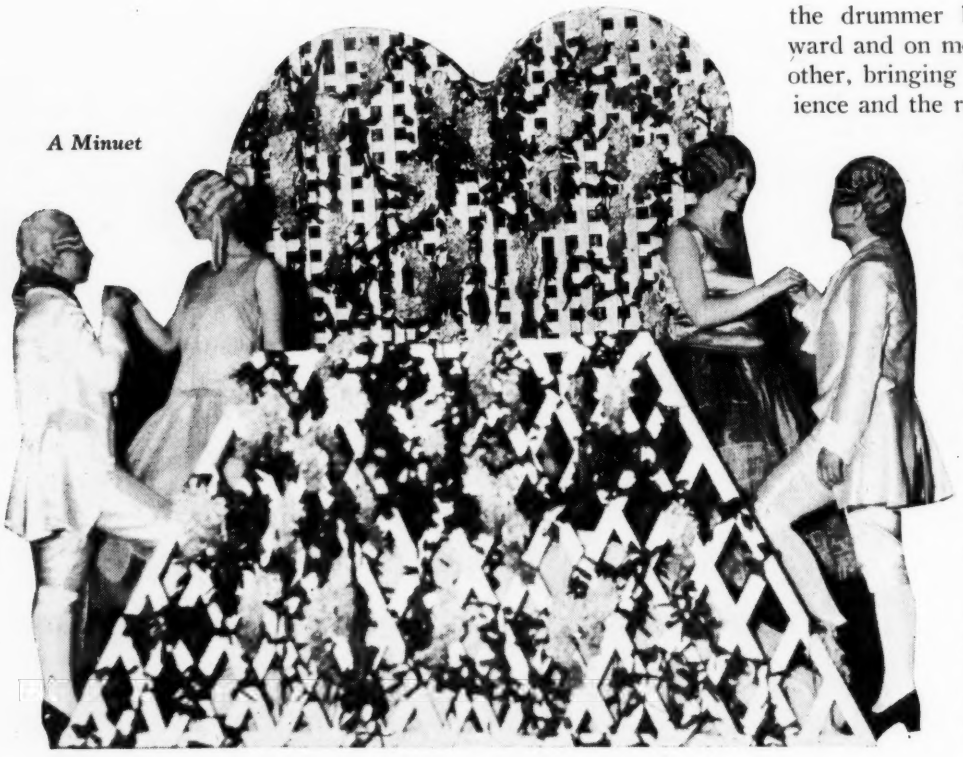

A Minuet

Dancing Has Its Place

(Continued from page 21)

drill. Music: "The Parade of the Wooden Soldier."

Step 1 (measure 6 through 36)—Captain faces audience and takes four steps with other members following him. Then facing sideways to audience and moving toward center of stage, captain leads his men ten steps; then he takes two steps to the rear, turns right fifteen steps, with group sideways to audience.

Step 2 (37 through 49)—With the rest of the company marking time, numbers 2, 4, 6, 8, take two steps sideward, toward audience, beginning on measure 37; two steps backward; four steps sideward, away from audience; two forward steps; two steps sideward toward audience and on measure 49 the entire company faces front. Number 2 has described a square around number 3, number 4 around 5, etc. during 2nd step.

Step 3 (measure 50 through 53)—The captain and the drummer boy take three steps forward and on measure 53 face toward each other, bringing them sideways to the audience and the rest of the dance group.

Step 4 (measure 54 through 69)—On measure 54, number 5 begins moving forward; numbers 4 and 6 begin moving forward on measure 58; and on measure 62 numbers 7 and 3 move forward. During measures 66, 67, 68, 69 they all mark time. This step makes number 5 take twelve steps; numbers 4 and 6, eight steps; and numbers 7 and 3 four steps. 2 and 8 mark time.

Step 5 (measure 70 through 85)—On measure 70, numbers 2 and 8 begin coming forward and as they come alongside, the others fall in and move forward, including captain and drummer. This makes a straight line facing audience.

Step 6—On measure 86 the captain and drummer take one step forward and on measure 87, they turn sideways to the audience and face each other.

Step 7 (88 through 91). All members excluding the captain and drummer boy turn faces with eight counts; right. front, left, front, right, front, left and front.

Step 8—On measure 92, the captain moves forward one step and on 93 faces his company, his back to the audience. On measure 94, the company, led by number 2, makes a left face and takes four steps; turns to rear and takes ten steps; turns left and takes twelve steps. On measure 120 they face front, move toward the audience and take eight steps. On measure 128, they bend forward from the hips as if they are unwound but return to their original positions with three distinct jerks on measure 132, 133; and make a stiff salute on measure 134 and down at sides on measure 135. During last step captain and drummer remain standing in front.

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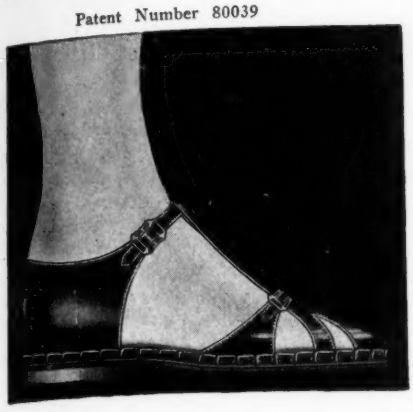

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36th A.P.E.A. Convention

(Continued from page 27)

per cent of the girls leave school before entrance into the high school, perhaps the grade schools and the playground are now setting the activity leisure time standards for the vast majority. Therefore, the school activity program is the important item in adult physical recreation.

The discussion led by Mr. C. E. Brewer of Detroit, called our attention to the types of recreation other than physical activities, and advocated the teaching of "fundamental basic skills" rather than that of specialized skills such, for instance, as tennis or swimming. He also emphasized the fact that participation in recreative activities by factory workers should be "at some place away from their place of employment."

Miss Biggs now turned over the meeting to Miss Helen Hazelton of Purdue University, Chairman of the Committee of Women's Athletics. Miss Hazelton gave a brief report of the activities of the eleven sub-committees which have been active during the year, and explained the new plan whereby the work of the Rules Committee for the coming year will be done by a standing committee of the American Physical Education Association which will be known as the Women's Athletic Editorial Committee. The section concluded its business by electing Miss Grace Jones of the Summit High School, Summit, New Jersey, as chairman of the Section on Women's Athletics for the coming year.

Miss Hazelton's annual report will be published in the September issue of the Journal.

Sectional Meeting on Dancing

Summarizer: Mary P. O'Donnell, Teachers College, Columbia

Members of the American Physical Education Association who have been especially interested in dancing for the last thirty-six years were particularly happy to attend the first official sectional meeting on dancing in the history of the National Association and to note that the size of the group attending made that gathering look like a general meeting. The section on dancing has come to be because of our old friend the "felt need." Dancing is receiving each year a larger part in the program.

The problems arising are naturally increasing and the challenge to solve some of these problems must be met. Last year in Boston the national College Director's Association devoted its meeting to dancing. It was suggested at that time, that the greatest need for constructive thought and organization in relation to dancing was in the elementary schools. Miss Dorothy La Salle was appointed chairman of a committee to study dancing at this school level. It was arranged by Miss Ruth Murray of Detroit Teachers' College, the chairman of the first meeting of the Dance Section, to have this report given at the meeting and to have opportunity for discussion.

The committee report discussed: Objectives; Methods; Survey of Dance Activities and their Basic Movements; Correlation; Dancing for Boys; Preparation of Major Students for Dancing in Elementary Schools; Preparation of the General Elementary School Teacher for the Teaching of Dancing; Problems for Further Study.

The report was approved and arrangements are being made for its publication.

From this report the problems for further study are:

1. More scientific study of objectives, (especially the social objectives) than this committee has been able to do because of the limitation of time.
2. A study of children's interests in dancing.
3. Further experimentation in dancing for boys.
4. The preparation of the teacher.
5. Standardized terminology and a standard bibliography.

Two chairmen were elected: For the Middle-West Society, Miss Ione Johnson of the University of Illinois; for the National Section, Miss Mary P. O'Donnell of Teachers College, Columbia University.

The chairman of the National Section appointed a committee which met to discuss further problems. This committee includes: Miss Margaret H'Doubler of the University of Wisconsin; Miss Gertrude Baker of the University of Minnesota; Miss Dorothy La Salle, East Orange Public Schools; and Miss Ruth Murray, Detroit Teachers College.

Recreation Section

Summarizer: C. E. Brewer, Commissioner of Recreation, Detroit, Michigan

An overflow meeting was held by the Recreation Section. Frances Musselman, Director of Chicago School of Physical Education, spoke first on the question, "Is There a Contrast Between Competitive and Recreational Athletics for Girls?"

The speaker did not find any fundamental difference between competitive and recreative athletics. She felt there was not very much to recreation unless there was some competition. The difference, she stated, was due first, to the ideals and methods of instruction of the instructor; second, to the attitude of mind of the participants engaging in the activity; third, to the environment, and the psychology of the audience.

"We need more instructors who can and will overcome their desire for personal glorification and the satisfaction they get from basking in the limelight as the coaches of winning teams. We need to have constantly and foremost in mind the *second* half of the name of our profession—*Education.*"

To cure the overstrains in competitive sports for girls, the speaker advocated: elimination of tournaments, trophies, and "Varsity" teams; adoption of a policy of a game for every girl, and every girl in a game: development of Play or Field Days; the limiting of interschool or playground games (if they are to be played) to one sport each season, with the audience for girls' games to be comprised only of members of their own sex; with the officials carefully chosen not only for their efficiency and knowledge of the game but because of their fine attitude toward sports.

A. W. Thompson, State Director of Physical Education for Michigan, spoke on the subject, "Should Boards of Education Provide Athletic Equipment Such as Football and Basketball Uniforms on the Same Basis as Textbooks and Other School Supplies?"

The speaker gave the results of a questionnaire sent to 24 state athletic associations and 426 principals and superintendents of schools in Michigan:

16 state athletic associations favored the proposal and 8 opposed it.

In 8 states the number of Boards of Education adopting the policy is increasing, and in 2 states decreasing.

13 states favored adopting the policy now, in the face of the depression, and 10 opposed it.

15 states would be in favor of adopting the policy in prosperous times and 7 opposed it at any time.

Of the 426 cities in Michigan, 105 reported that the Board of Education now furnishes athletic equipment, and 315 do not.

259 principals favored the policy and 145 did not.

158 were in favor of the policy, in face of the depression, and 239 were opposed.

249 were in favor of the policy in times of prosperity, and 134 were apparently opposed to it at any time.

In 178 cities, the proceeds from the athletic contests were sufficient to meet athletic expenses, and in 235 they were not.

The speaker did not advocate boards of education buying football and baseball equipment for all school children, but felt that equipment used in a comprehensive recreational program for school children should be furnished in much the same manner as hand equipment is furnished on the playgrounds by public recreation departments.

The speaker advocated the following principles:

A. That physical education is a recognized part of the educational system.

B. That athletics is a fundamental part of a physical and health education program.

C. That the physical and health education program is now being financed and administered by boards of education and as part of this larger program, athletics should be considered on the same basis.

D. That selection of coaches and the athletic program should not be dictated by alumni or downtown fans.

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Baseball, Les Mann, 16 years major league player; basketball, Dr. "Phog" Allen, University of Kansas; football, "Hunk" Anderson, University of Notre Dame, associate of Rockne; swimming, T. K. Cureton, Jr., Springfield College; track and field, Earl Thomson, track coach naval academy; tennis, Homer Allen, Purdue University.

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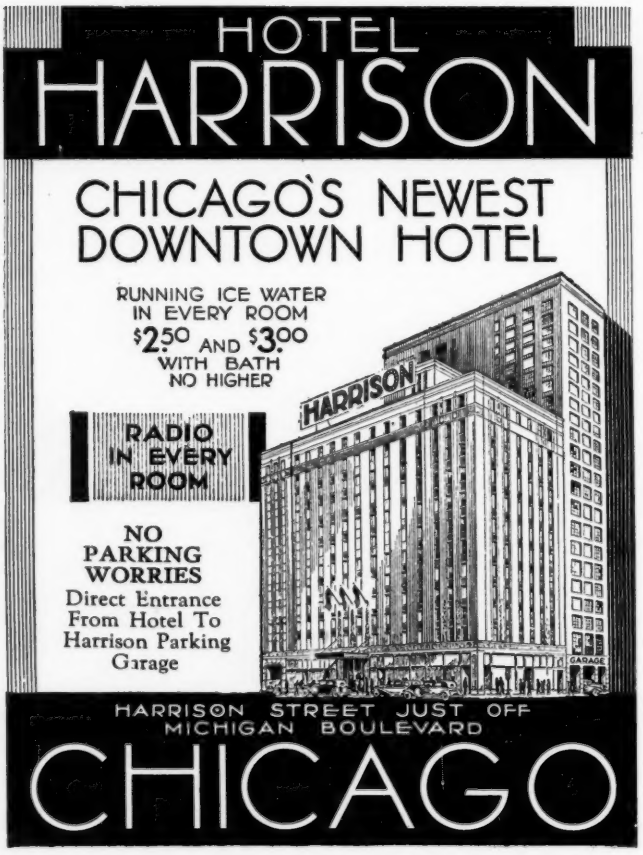

E. That the general physical education program should be broad enough to offer athletic competition to all students under conditions suitable to their health and welfare.

Research Section

Summarizer: C. H. McCloy, University of Iowa

The Research Section at the Detroit Conference conducted one pre-convention session on Wednesday, April 1, 1931. In addition to this full day's session, the regular Research Section Meeting was held on Thursday afternoon. In all, eighteen different papers or speeches were delivered.

1. Historical Method of Research in Physical Education—John Dambach, University of Pittsburgh.

Professor Dambach presented the historical method of research in physical education, covering the source of historical data; methods of determining the validity and relativity of historical source material; and the process of determining what material should be used and how to use it. This was illustrated from Professor Dambach's study of the history of physical education in Germany.

2. Some Researches in Health Education—Floyd A. Rowe, Cleveland Public Schools.

Study in Mouth Hygiene. This research was conducted for the purpose of measuring knowledge of how to care for the teeth, particularly to evaluate the effect of the school dental clinic on the health knowledge of pupils as it concerns care of the teeth. The study was one of a specific situation and not general in its application. The study, however, demonstrated methods of conducting such research

Health Studies of Mouth Hygiene. This was a research to determine the carry-over value in the later school life of a specific program of mouth hygiene. This study again was of a specific situation and not general in its application. In general, however, it was found that children whose mouths are cared for by the dental clinic in schools do not apparently have any better teeth by the end of the sixth grade than those not enrolled in these clinics. This would hold true according to this study unless other methods of motivation were provided.

Studies in Health Education. This was a research to discover the reliability of the ten per cent under weight standard when computing from age and height alone. The study demonstrates conclusively that this method of classifying children as undernourished was not reliable.

Studies in Health Education. This research was one directed at a specific situation and of value in demonstrating certain techniques in research.

3. The Effect of Excessive Activity on Muscle Tissue—Frank Kleeberger, University of California.

Professor Kleeberger studied the effect of excessive local work on the muscular tissue of a small muscle located on the forehead of a rabbit, and normally used for bringing the rabbit's ears to an erect position. This muscle was stimulated by electricity at varying rates of speed and developed such resistance to fatigue as to necessitate the muscle being tetanized in order to adequately fatigue it. In short, this muscle was severely and excessively exercised for a period of two months.

The results of the study demonstrated that this type of exercise apparently does not damage the muscle tissue itself; that the muscle grew in bulk about thirty per cent; and that this growth was solely due to hypertrophy or increase in the size of the muscle fibers and not to hyperplasia, or increase in number of fibers.

Professor Kleeberger pointed out that this study in no wise is a proof that excessive exercise is not injurious to the general organism but that it seems to demonstrate that it is not injurious to the muscle itself.

4. An Experimental Study of Respiration during Swimming—W. W. Tuttle, T. M. Aycock and Loren Graff, State University of Iowa.

This study reported a new technique for studying the mechanics of respiration in swimmers. Electrodes attached to the lips gave a record of the time of the opening and closing of the mouth and a tube in the nose gave a record when air passed through the nose. These records were made on a kymograph upon which was also recorded the strokes in swimming and

time record. Other studies were conducted with the pneumograph but this technique was found to be invalid.

A number of graphs were exhibited which gave the record of the respiration of swimmers with various strokes and at various rates of speed. The study demonstrated particularly a method of pursuing routine studies of swimmers.

5. Metabolic and Blood Fat Determinations to Determine Weight Reducing Values of Mechanical Vibrators—Vernon Hernlund, Y. M. C. A. Graduate Schools, Nashville. A. H. Steinhaus, Chicago Y. M. C. A. College.

This research was an attempt to determine the actual reduction caused by mechanical vibrators. If fat is oxidized, the oxygen consumption should be increased. If it is massaged away in some manner, there should be some trace of it sooner or later in the blood.

In this study, a group of overweight men was subjected to a fifteen minute period of continual vibration of a most vigorous type with the belt placed around the abdomen. Oxygen consumption was determined: (1) while sitting at rest; (2) while standing and being vibrated for fifteen minutes; (3) and throughout the recovery period. Blood fat was also determined before exercise, shortly after exercise and two or three hours after exercise.

In the thirteen subjects tested the average increase in oxygen consumption when standing and vibrating is 129.51 c.c. per minute. This represents an equivalent of about one third of an ounce of fat. To lose a pound of fat would apparently require three hundred and seventy-five such fifteen minute vibrations, or roughly, one a day for a year. The conclusions seem warranted that the vibrator is not to be taken seriously as a device to assist with weight reduction.

6. Researches in Short Static Contraction Strengths—J. H. McCurdy, International Y. M. C. A. College.

This was a report of studies made to determine the value of the short static contraction in corrective exercise. Dr. McCurdy presented the technique of testing the strength of the muscles by the Martin dynamometer and demonstrated a number of convenient and interesting exercises for the giving of such short static contraction exercises to groups.

7. Statistical Analysis of the Relationship Existing Between Skeletal Measures, Strength and Athletic Ability—Leigh MacCurdy, Gorton High School, Yonkers. N. Y.

This was a preliminary report of the relationship between strength as determined by the Rogers test and certain skeletal measurements.

8. Survey Methods of Techniques in Health and Physical Education—E. C. Davis, Teachers College, Columbia.

Mr. Davis presented an exhaustive analysis of techniques of conducting surveys in health and physical education. The factors related to such surveys, the sources of data, methods of collecting data, methods of interpretating data and methods of reporting the results were given in some detail.

The various *survey methods and techniques* may be divided into the following four categories:

Sources of Survey Data. This includes such sources as records, reports, forms, maps, photographs, persons, the functioning of such processes as supervision and administration, facilities and equipment, etc.

Methods of Collecting Survey Data. These methods include a study of documentary data, visitation and observation, examinations, photography, tests, etc.

Methods of Interpreting Survey Data. After survey data are collected, the surveyor interprets them in various ways. Some of these are: comparisons between schools within the system and with other city systems; reference to standards, expert agreement, and the surveyor's personal opinion, etc.

Methods of Reporting Survey Data. These methods include such items as the standard use of footnotes, etc., an explanation of unfamiliar terms used, the use of charts, graphs, etc.

9. A Report of the Detroit Health Survey—Laurentine Collins, Detroit Public Schools.

Miss Collins reported the results of the health education survey of grades four to twelve inclusive using the American Child Health Association Health Education tests. The report was presented in statistical form and is far too long to reproduce in abstract. This study is an important one, however, and gives a real test in a comprehensive way of this battery of tests. Norms are also established for these tests.

10. Technique and Equipment for Objective Posture Grading—E. C. Howe, Wellesley College.

This was an abstract of a thesis by Professor Charlotte G. Mac Ewan. Professor Howe reported a photographic procedure for easily and quickly obtaining photograph records of posture and of analyzing same in an entirely objective manner in such a way as to obtain: (1) depths of spinal curves; (2) segmental angulation of body tilt; (3) position of head and neck. The prediction of a criterion score based upon an objective measurement of these three factors was obtained by multiple regression. This correlated .877 in the judgment of six judges. The reliabilities were very high, values of .979 being obtained.

11. Needed Research in the Field of Tests (Paper read by title)—D. K. Brace, University of Texas.

12. Research in the Field of Program in Physical Education—C. H. McCloy, State University of Iowa.

This paper discussed an approach to the problems of research in program and gave a suggested procedure for organizing such studies.

The pre-convention session was concluded by a Round Table Discussion on Research Needs in Physical Education led by Frank S. Lloyd, New York University.

Thursday Afternoon Research Session

1. A Fifteen Year Experiment in the Measurement of Physical Efficiency Among College Men—Frank L. Kleeberger, University of California.

Professor Kleeberger reported the tests which are given to freshmen at the University of California. These tests are designed to be adequate tests of agility and utilized events comprising running, jumping, fence vaulting, climbing and "falling" (or the high dive over a bar). The tests are planned to be interesting and to be easy to score. Other testing methods are used which test swimming, life-saving, boxing, wrestling and tumbling. A graphic method has been devised based upon a percental deviation and upon the position of the individual in a normal distribution and which at the same time assigns him automatically to a grade of A, B, C, D, or E. This method provides a simple and expert administrative device which records the results in a way entirely understandable to the man and meaningful to him.

2. The Present Status of Physiological Research in Physical Education—Percy M. Dawson, University of Wisconsin.

Professor Dawson did not present a paper but discussed informally several studies.

Ergogenic leucocytosis. As early as 1908 it was shown that following exercise there was a leucocytosis of from 14,000 to 17,000 (the normal is approximately 7,000). It is found that this was primarily made up of polyneuclear cells. The Germans pointed out that these were what are called "new forms."

In Russia it was found that the leucocytosis varied both in the sport and in the individual. The more highly trained the individual was the less the leucocytosis. They endeavored to obtain a kind of profile which gave something of the condition of the individual and they devised a method of separating the effects of training from the effects of the exercise. Several, however, gave quite different results. Even a mild swim gave much the same results as those given by the marathon run. When an individual had his blood alkalinized the leucocytosis was reduced. It is further found that the red blood cells are to a certain extent broken down by exercise and it is suggested that leucocytosis may be concerned with the blood marrow.

The Sugar Feeding of Athletes. This seems to have a good chemical basis but the studies have not been well controlled. In some persons the blood sugar falls in exercise and in a few it seems to rise. There seems to be two types of individuals, one the vago-tonic type and the other the sympathetico-tonic type. They react differently, apparently, to exercise.

Last year, Deutsch and Weiss conducted some controlled experimentation. Brief strength exercises, such as rowing, produced a rise in the blood sugar. Prolonged exercise such as

the marathon gave a drop in the blood sugar. There was less change in both directions among the well trained.

What happens when one feeds sugar? In exercise, it seems that when sugar is added, the sugar content of the blood actually drops. The reason for this is not known.

Signs of Fatigue of the Heart. Professor Dawson reports experiments at Amsterdam on Olympic contestants in which the electrocardeogram was used. It was apparently possible to determine the difference between a strong heart and a weaker heart in this way. The question is, however, not as yet settled.

High intra-throracic Pressure. This type of pressure seems to make the heart excessively small for the time being and when the pressure is suddenly relieved, the heart becomes very large, due to the inrush of blood. Professor Dawson pointed out the dangers attendant in experiments of this kind and stated that this method was used in Roman times as a method of suicide.

Therapeutic Section

No summary was submitted for these meetings.

General Session on Health Education

Summarizer: Evelyn B. Spindler, Oliver High School, Pittsburgh, Pennsylvania

A. S. Lamb, M.D., Director of Physical Education, McGill Univ., Montreal, first gave "Greetings from Canada."

A note of the cordial feeling of Canadians for our organization was sounded by Dr. Lamb. He spoke briefly of the inspiration brought to them by this convention, and of Canada's gratitude to our leaders who have stated aims and objectives and have pointed the way for them as well as for us. Our problems are similar, although Canada, he said, seems to have more adult leisure time and to have its profitable expenditure well organized. Badminton has been well established there for twenty years and they now have at least thirty-six clubs with a membership of over twenty-six thousand. Curling on the ice is also a "national pastime," with seventy-three clubs and large group competitions; one such club this winter had seven hundred sixty men competing in one day. We may well study Canada's adult leisure program, and possibly take lessons from them on the art of relaxation, our national need for which is always commented upon by our visitors, and which Dr. Lamb noted had been given a place on this Detroit program.

Clair E. Turner, Dr.P.H., Mass. Institute of Technology, Cambridge, discussed the topic "Health Education and its Relation to Physical Education." The complete and very instructive address of Dr. Turner is printed as the first article in this issue of the Journal.

Edmund Jacobsen, M.D., Research Associate in Physiology, Univ. of Chicago, was the third speaker, with the subject "Relaxation."

The complete cessation of muscular activity can be measured by means of delicate instruments able to detect the minute electrical changes which take place in a muscle under even slight contraction. How to produce this relaxation is the problem of both physical educators and medical specialists, the former concerned more with relaxation of large muscle groups while the neurologist and physiologist study minute reactions.

Dr. Jacobsen used slides to illustrate positions of relaxation, and kymograph records to show tests made. For example, the knee jerk is greatly diminished under extreme relaxation.

Aside from the general benefits obviously to be derived from acquiring the ability to relax, such detailed study as the electrical detection method makes possible permits of application to study and treatment of fatigue conditions, loss of strength in convalescence, smooth muscle diseases, high blood pressure, and disorders of the nervous system.

General Assembly

Summarizer: Arthur V. G. Upton, State Director of Physical Education, West Virginia

"The Character Value of Play and Recreation" was the subject of an outstanding talk by Reverend Frederick B. Fisher of Ann Arbor, Michigan, on Friday morning.

Reverend Fisher stated that the four elements in a great character are drive—freedom—adaptation—satisfaction.

Showing how physical education contributed to character, Reverend Fisher stated that the first element of drive or strength was contributed to by the modern program in that one finds his special powers by trying all. Confidence through play contributes to freedom. Adaptation is a need of present day civilization in which one needs to change quickly and alter tactics. Through the modern play program one gets such flexibility, dexterity and mobility as modern time demands. Satisfaction is expressed in the physical and mental glow one gets from present day games. According to our modern psychology, games bring a sense of victory and even losing brings wholesome satisfaction toward those who win.

Telling of his experiences all over the globe the past twenty-six years, Reverend Fisher stated that analytical, scientific education had brought about present day changes. Speaking especially of India he said that the physical development of the body had changed the philosophy of the people of that country from a desire to die to a desire to live. In truth India has the most ancient and yet the newest civilization—a civilization that crys for free expression and victory rather than relief from the sorrows of life.

In conclusion, the statement was made that the development of the above named character values through play will cause a new understanding that will bring all nations together, not in hard competition but in wholesome cooperation.

Dr. Lillian M. Gilbreth, a member of President Hoover's Committee on Unemployment, presented a real challenge to the directors of physical education in an address delivered before the convention on the subject "The Effect of Motion Study on Health."

Today, in industry, man is looked upon not as a machine tender, but as a human being. An effort is being made to make work more simple and interesting. In the past, industry placed much emphasis on psychological tests which so often depended on the personality of the person giving the tests. Today emphasis is placed on the psychiatric rather than the psychological. Investigators today test health habits first, as it has been found that many supposedly interesting pathological problems are only problems of loss of sleep, poor food, etc.

There is need for a study of motion in industry to give a balanced development. A great change has occurred in business the last few years and an attempt is being made to eliminate drudgery and the emotional fatigue of the machine age, which has replaced the activity fatigue of former generations. Industry must consider the whole twenty-four hours spent in work, leisure, activity and rest, in working out a program.

Some of the problems that industry would like solved are: a study of sleep; a further study of nutrition; and more knowledge about posture and about what clothing is best. Business would welcome a study of its needs so that the work of the physical educator can be made to carry over into industry.

In conclusion Dr. Gilbreth stated that we need to make health fashionable as industry has made safety fashionable. Industry offers a place for our programs to be worthwhile in the development of sound bodies to house sane and balanced minds of workers, who through training, have skill to do a thing and get satisfaction in the doing.

Private School Section

There was no set program for this meeting which was attended by about twenty persons who conducted an informal discussion of their problems, with D. S. Leland, John Burroughs School, St. Louis, as leader.

Section IX—Public Schools

Summarizer: Alma C. Ruhmschussel, Supervisor, Health and Physical Education, Dayton, Ohio

The first speaker, Jay B. Nash, Ph.D., Professor of Physical Education, New York University, discussed the subject of "Building Right Attitudes Through Physical Education as a Basis of Character Education."

The physical educators of the public schools were rewarded

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for all their efforts when Dr. Nash stated definitely that the burden of physical education activities and outcomes rests with the public schools and even here, not with the high school, but with the elementary school, which is the crucial place for accomplishment.

Character education was defined by Dr. Nash as being "The behavior of an individual upon which the society in which he moves places a stamp of 'Good'."

Character qualities are the by-products of activities and in every case these qualities are acquired—and personality is the sum total of one's behavior.

Burnham says that a healthy personality is an integrated personality; that integration assumes a hereditary urge or drive. The three drives around which character is built are hunger, sex, and activity. The common "wants" of children are directly or indirectly associated with these hereditary urges.

The activity must be satisfying—in which we are actually doing things—in which there is struggling, overpowering, chasing, fleeing. This is the biological drive of activity.

A most interesting formula was stated to which children's interests in activities must conform. That is, the activity must challenge the individual—the individual must be within reach of success—social approval must go with success. All activities should be judged by this formula.

All attitudes, emotions and action patterns are learned through experience. Socially approved activities become the positive part in the development of character and the activities of low level become the equivalent of crime.

The wise selection of physical education activities should afford countless situations in which the child is guided to highly desirable outcomes and finally "character may probably be judged as the accumulation of the outcomes of the many and varied situations on the individual. No phase of education offers so many opportunities for guiding this conduct as does physical education."

Mr. Moorhead in his paper on "A State Program of Health and Physical Education," gave a resumé of the health and physical education program in Pennsylvania, elaborating these three phases—health, physical education, athletics.

Health—Trained teachers, adequate time allotment and facilities are not sufficient. A careful selection and evaluation of material must be made. In health education the selection of material has been highly cultivated, but we have not found it very fertile. We must not set up health procedures which are worse than those we are attempting to correct.

More attention must be given to methods of instruction; a definite objective established. There must not be text book knowledge alone, but a careful motivation for the establishment of health attitudes—for a health consciousness and more opportunities for healthful practices.

Physical Education—A physical education program should be consistently sound and be based on general education. The program should be one of quality.—All material must be definitely organized and lead to a definite objective.—Every child should be active throughout the major portion of the period.—Physical education is no longer a subject, but a field in education; and health and physical education are not synonymous.

Athletics—In athletics a more careful evaluation of its outcomes in terms of educational objectives must be made.—Communities demand gymnasiums because of the athletic program and not for a physical education program; therefore we owe much to athletics for the promotion and development of our physical education programs.

A. W. Thompson, State Director of Health and Physical Education, Michigan, added to the foregoing paper some comments on some outstanding features of the Pennsylvania program, such as the splendid field service, the teacher training courses, and the relationship of physical education to the other state department programs.

In all programs of health education the class room teacher

must be taken into serious consideration in carrying out the highest type of health education philosophy.

The meeting closed with the election of A. W. Thompson as the chairman of the Public School Section for next year.

Teacher Training Section

Summarizer: Helen L. Coops, Acting Head of the Department of Physical Education, University of Cincinnati

Address: "Essentials in the Selection of Teachers," by Allen G. Ireland, Supervisor of Physical and Health Education, State of New Jersey.

Among other essentials Dr. Ireland stressed the importance of the teacher's own health in her professional qualification. He made the pertinent point that this matter should not be taken up at the time of the teacher's appointment for a position but that it should be done in her professional training period.

Dr. Ireland described at some length the detailed physical examination given to all prospective teachers in the state of Connecticut.

Miss Elizabeth Halsey, in leading the discussion, brought out the point that Connecticut had a most fortunate situation because the matter of selection could be controlled in this way: the professional training of teachers is carried on largely in the state itself.

Address: "Student Personnel Problems in Teacher Training," by Charles Cowell, Professor of Physical Education, The Y.M.C.A. College, Springfield, Massachusetts.

Mr. Cowell reviewed briefly the outstanding problems in teacher training, enlarging especially on the need for a more general background in the liberal arts and the lack of opportunity for more cultural contacts. Time prevented a more detailed presentation and discussion.

Address: "Significance of the Physical Education Program," by Charles McKenny, President of Michigan State Normal School, Ypsilanti.

The keynote of Mr. McKenny's address was an appeal to the individual professional faith and vision of the teacher. He stressed particularly the need for wholesome attitudes and straight thinking which in turn will bring to each individual teacher an optimistic belief in the present and the future of her profession, as well as a proper conception of physical education in relation to the whole educational process and to life itself.

At the short business meeting which followed the three addresses, Mr. G. B. Affleck was elected chairman for the next annual meeting and council representative for the Section on Teacher Training.

Y. M. C. A. Section

Summarizer: W. T. Rowe, Director of Physical Education, Y. M. C. A., Pittsburgh, Pa.

Dr. John Brown, Jr., presiding.

P. J. Lee, Detroit, Y. M. C. A., was re-elected Midwest Chairman of the Y.M.C.A. Section.

The program consisted of three excellent papers.

1. Dr. G. G. Deaver, "Individual Health Service in the Y. M. C. A." The massage room, hot room, steam rooms and shower baths have had a place in our Departments of Physical Education almost from the beginning, until the advent of the ultra-violet and infra-red lamps caused the medical profession to make a decision that it was time they did something to protect the people from unscientific self treatment. Their Council on physical therapy defined the term and listed the measures which had therapeutic value:

1. Thermotherapy—Heat treatment
2. Hydrotherapy—Water treatment
3. Photo or Heliotherapy—Light treatment
4. Electrotherapy—Electric treatment
5. Massage
6. Therapeutic exercises.

The Y. M. C. A. Council on Physical Therapy a few years ago undertook a survey of the situation to determine what its place was in the field of Physical Therapy, if any:

1. It changed the name from physical therapy to *Individual Health Service,* which is more in keeping with the aims of that branch of the work of the Department of Physical Education.

2. Equipment was standardized. It was recommended that the Carbon Arc Lamp should not be used.

3. Advertising material used in the promotion of I. H. S. was made ethical and scientific. Now the I. H. S. of the Y. M. C. A.'s and the medical profession are in harmony and cooperating with each other. To have a successful I. H. S. Department two things are necessary: (*a*) Frequent changes of advertising material, (*b*) Training of technicians.

II. Agnes R. Wayman, Barnard College, N.Y.—"How Can the Y. M. C. A. most effectively support proper standards and ideals of Athletic Participation for Girls and Women?"

The greatest need in physical education is more and better trained leaders, both men and women. Leadership in girls' athletics is more important than in men's because more problems enter into the picture.

In many situations there are men who are directing, coaching, teaching, or controlling sports for girls. Some Y.M.C.A.s conduct work for women in fields unoccupied by Y. W. C. A.'s. The whole subject divides itself into three phases or questions:

1. Should men, Y. M. C. A. Directors, or otherwise, be associated actively or in an administrative capacity in this field? Answer is "No."

2. If they are, what can they do to establish proper standards and ideals? Answer.—Know what standards women hold for themselves. Aim is to develop girls and women and not star athletes or performers.

3. If they are not, how can they still help? Answer is "When they are requested by the women to help in a particular task."

III. C. H. McCloy, University of Iowa. "Stimulating Research in the Y. M. C. A."

Research that is needed in the Y. M. C. A. should be centered around the thing that will produce results in program. A program of research must—

1. Start with a philosophy.
2. Study of general objectives.
3. Discover the kind of teaching material that will best aid us in attaining our objectives.
4. Discover what is best teaching procedure.
5. Measure results—use of tests.

The best way to start is to follow the procedure:

1. Think through your philosophy of Physical Education and write it down.
2. Note what you want to know that you do not know.
3. Select the one problem which will mean most to you in your program and then tackle it.

The Association needs to develop a grand strategy of research composed of a group made up of the following:

1. Six best research workers in Association Physical Directorship.
2. Two or three best known physical education workers in the Y. M. C. A.
3. One able educational psychologist; one able educational philosopher.
4. Two or three Y. M. C. A. physical directors who are not research workers but who have a good background of experience who can ask puzzling questions.

Y.W.C.A. Section

Summarizer: Vera V. Barger, Cleveland Y.W.C.A.

Miss Edith Gates presided over the meeting which was attended by thirty-one people. Miss Anne Hodgkins, Field Secretary for the National Amateur Athletic Federation, talked about the place of the unemployed girl in the program of the N.A.A.F. She went over the platform of the N.A.A.F. as it has been reworded.

The meeting was very interesting and stimulating. The group voted to affiliate through the professional group of the Y.W.C.A. They will elect the representative to the Council at the biennial meeting of the National Association of Employed Officers. This representative will serve for two years. Miss Gates was elected to serve on the Council until our meeting in 1932.

We had a very delightful luncheon with the Y.W.C.A. Physical Education Directors in the Y.W.C.A. building. Greetings were brought by Avis Dinsmore, Chairman of the Health Education Directors of the Y.W.C.A., and by Dr. Brown and Miss Gates. Miss Ethel Bowers talked about the need of more boy and girl activities in our organization.

At the next National meeting we are not planning to have a sectional meeting but we will want to have possibly a breakfast together and then we will attend the various sections discussing our interests.

GENERAL SESSION

Friday afternoon—April 3, 1931

Summarizer: Helen McKinstry, Director, School of Physical Education and Hygiene, Russell Sage College

Dr. E. C. Hartwell, Superintendent of Schools in Buffalo, New York, the first speaker on the general topic, "The Philosophy of Physical Education," took as his subject "What Is It All About?" During recent months there have appeared in lay magazines some 125 articles on education. The only agreement among the writers of these articles seems to be their pessimistic attitude toward education and their profound belief that something is radically wrong.

Parents must have some fundamental reason for wishing their children to be educated. Few have ambitions to see their children powerless in the business and professional world, but all wish them equipped for happy and useful living. Attitudes, capacities, skills and tastes are the educational standards that must replace knowledge of historical facts, mathematical formulae and Latin verbs, if children are to be equipped to live reasonably happy lives.

Any subject that teaches a child to do the work at hand, honestly, thoroughly and punctually provides him with the tools wherewith to build his life here and now and for the future.

Few things last longer or are more worth while than the capacities and attitudes acquired in physical education. Physical education is striving to give the present generation the insight into the relationship between its activities and health, a vigorous body, the laws of sane living and happiness. Activities are valuable only insofar as they carry over and give greater richness and fullness to life.

Dr. Goodwin B. Watson, Associate Professor of Education, Columbia University, demurred at discussing the "Philosophy of Physical Education" and then proceeded to philosophize most delightfully about his reasons for liking physical education.

1. Physical Education is not much of a subject. It is not burdened with academic tradition but is largely a way of life —a trunk line of experience—and not a subject.
2. Physical Education is resisting the temptation to become equipment minded. It must not become institutionalized and dependent upon plant equipment.
3. Physical Education challenges the best one has to give and asks for deeds, not words. It steers action and is therefore a motive force in character education.
4. Physical Education has a positive and attractive goal. It emphasizes happiness, health and the attractiveness of the body at its best.
5. Physical Education tends to think of the child as a whole in all his relationships. No particular skill is worth acquiring at the sacrifice of all else.
6. Physical Education tries to give each child what he particularly needs. It believes in individualization.
7. Physical Education believes in the integrity of itself. It is willing to let people differ. It emphasizes the differences inherent in sex and discourages the attitude that girls and boys should follow identical programs of activities.
8. Physical Education resists the temptation to become administration minded. It does not set up machines to handle children or attempt to work out rules by which to settle difficulties.
9. Physical Education is democratic. Few of the false class room airs and petty tyrannies are carried into it.
10. Physical Education is making cooperation more important than competition.

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12. Physical Education is a full time job. Vacations do not break the continuity of the activities for these are carried on in camps and on playgrounds. Physical Education starts at birth and touches life throughout an individual's existence.

13. Physical Education has a bent to science. It asks research to clear the field of fads.

14. Physical Education has a wholesome reputation, is straight speaking, and hard to bluff.

15. Physical Education has a future that will be far greater than its past. It is redundant.

16. Physical Education works with youth at something that matters here and now. It does not work for a dim future goal.

Dr. Watson closed his address by saying he liked Physical Education because it makes every morning more welcome and every evening satisfying. It brings joy.

General Session

Saturday Morning, April 4, 1931

Summarizer: Lloyd Burgess Sharp, Chicago University

In the first discussion, "Are We Becoming Overly Health Conscious?" Dr. Jesse F. Williams, Teachers College, Columbia University, presented a program of healthful living for all individuals and urged that less attention be given to health as an end. He pointed out that we well know the bad living habits of people, but the real problem is, how to get the people themselves to know *how* to live and *how* to keep well. Never before has so much time been given to the subject of health through advertisements, circulars, posters, and slogans. Everything is advertised for the sake of health, but there is very little done to promote the *how* of living. The numerous health proposals of faddists and propagandists furnish ample evidence that we are overly health conscious.

Health is not a quantity, according to Dr. Williams, and cannot be measured. Health is a quality, a condition that comes from a kind of living. Recuperation at vacation time indicates that one is living better, rather than that one has secured better health. Health is not an end; it is only a means to an end. As an end it clutters up one's attitudes and feelings. One who has this idea of health is always complaining, and something is always wrong.

The modern man, according to Dr. Williams, should give a reasonable amount of care and time to the prevention of disease, enjoy vigorous healthful activity, and not care or worry about being sick. He pointed out that community health depends upon the individual members of the community and that there is no community good aside from the individual good.

Dr. Sundwall clearly pointed out the differences between the old type of health consciousness and the new. The emotional subjective type of health consciousness, quackery, charlatanry, and patent medicines, are being driven out by a rapidly developing knowledge of hygiene.

A health conscious nation, according to Dr. Sundwall, is one "which is deeply interested in seeing to it that our present knowledge of the fundamentals of health promotion and disease prevention and control is effectively applied to its people from the conception of life to its close—seeing to it that each individual is given every opportunity to develop normally, free from mental, emotional and physical defects, and is able to carry on his social and economic responsibilities satisfactorily to support himself and to the society in which he lives."

To support his contention that we are not overly health conscious, Dr. Sundwall stated that 17,000 mothers die annually from accidents and complications of pregnancy and childbirth; there were 90,000 stillbirths in the United States in 1928, largely due to ignorance and neglect of the fundamentals of maternity hygiene. Approximately 160,000 infants die annually in the United States during their first year. 30,000 die annually from diphtheria, whooping cough, measles, scarlet fever, and approximately the same number from small-pox. 70% of the children have one or more defects of teeth, diseased tonsils, adenoids, defective vision and hearing, goitre and valvular im-

pairments of the heart. The World War draft examinations showed our young men to be quite unfit. 98% of the people in middle age have defects, and only 2% are in normal health.

There was a fundamental agreement in what both speakers said. It would seem that we need a Williams' health consciousness, "how to live and keep well" and a Sundwall's "health consciousness" for the community.

"Should State Athletic Tournaments for High School Boys be Abolished?"

What should be the standards for conducting athletic competitions and tournaments? What are their relationships to the physical education program and the school as a whole? These are problems of great interest and importance to physical education teachers and school administrators. These problems involve much more than whether or not state tournaments should be abolished. The "coaches" and physical education teachers who are charged with the responsibility of winning in order to hold their positions, (and there are many of them) need help. They need to have help in presenting the real values of sports and physical education to their school principals, superintendents, and the boards of education. The enthusiasts of the community for the winning teams furnish a serious obstacle for the physical education teacher who is earnestly struggling to secure educational results.

Dr. Frederick Rand Rogers, State Director of Health and Physical Education of New York, pointed out that unless certain standards for conducting competitions and tournaments were adhered to, they were educationally unsound, unhealthful, and anti-social. Dr. Burdick, State Director of Health and Physical Education of Maryland, presented the Maryland state program, which is filled with competition and tournaments, as practical proof that we need more competition and tournaments properly conducted, rather than to have them abolished. If a tournament, according to Mr. Rogers, is to crown a king, it is then unsound and harmful, and should therefore be abolished, but if a tournament is properly set up and certain criteria and standards are adhered to, state, national, and international competitions can be conducted, and desirable outcomes attained. A tournament should not glorify an individual or a group. The championship tournament, according to Dr. Rogers, causes unhappiness and decreases the pleasure of the loser, and brings happiness and increases pleasure of the winner. He believes that state tournaments and competitions which cause over-fatigue, undue stimulation, and injuries, are unhealthful, and that to seek the downfall of companions is anti-social and not good citizenship. He proposes that competitions should be festivals of play to encourage physical activity, and he feels that when conducted in a proper manner they are wholesome. He urged for further elimination of prizes, but stated that some recognition which is the same to all be awarded to serve as a token of remembrance.

A state program of competitions and tournaments has been in existence in Maryland for sixteen years. A movement was inaugurated to build a strong state consciousness. Play was recognized as an important factor in bringing this about. The state Department of Physical Education outlined a program which recognized social and educational values, and the importance of play in the development of young children and adolescents. A vigorous program of competitions and tournaments is carried out each year. Visiting teams are not sent to hotels, but are invited to the homes of the members of opposing teams. A real "guest friendship" is carried out. A souvenir is given to everyone who participates, to remind them of the event. The competitions are educational and social events, and promote good behavior, friendship, and enjoyment. Their slogan is, "Boys are not used to win games, but games are used to win boys." Last year there were over 58,000 children competing in games throughout the State. More tournaments are wanted, more play fields are being provided, and standards for conducting various events are constantly being raised.

The speakers were not in disagreement. They suggested standards and methods for conducting tournaments; they also pointed out the evils in tournaments which are not properly conducted.

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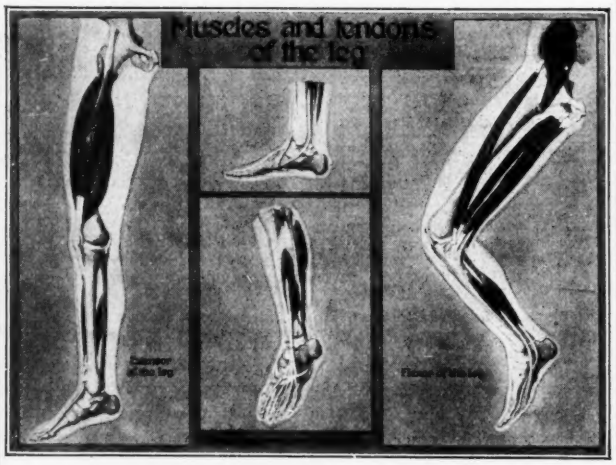

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(Continued from page 9)

appealed to directly in the ordinary school subjects. So far as conventional instruction goes, the emotions are about as little an object of concern in education as they would be if educators had never heard of them. Where in book instruction, at least, shall we find exercises and direction of the deep-seated passions that control human conduct, love, hate, disgust, desire, fear, anger, sorrow, sympathy, elation; or for the emotional expression in situations involving rivalry, risk, sense of fairness, self-assertion, cooperation, sacrifice, loyalty? Effectual expression of these lies in motor activity and the more direct the circuit between emotion and action, the more intense is the educational experience. Theater going, for example, may stimulate the emotions. It may suggest ideal action with relation to emotion but it cannot train the emotions. Public education, is, perhaps, weakest in this matter of training emotions. Play, since it harks back to old foundations, to the old roots of both body and soul, and includes activities involving the emotional elements I have previously mentioned, is almost our only hope of adequate training of the emotions. It offers almost the only field where, with reference to the deep emotional elements of character, children and youth may become 'doers of the word and not hearers only' . . . Perhaps the most fundamental problem in education, especially in a democracy like ours, is the conditioning of the emotional life of children and youth to right expression in individual experiences and in social relations.

"Now it is in the activities of play that these emotional states are aroused under conditions approximating those of their more primitive expression in civilized man. It is here we find opportunity to train and direct these emotions under stress with reference to social needs and ideals. It is here the very war-dogs of man's character are at the same time invigorated and made obedient to the leash. It is here that youth achieves both emotional strength and control.

"I do not wish to make overmuch of this rather unusual claim of the opportunity of play in the field of emotions, but I am convinced that training in the control and use of the emotions under great and primitive-like stress with reference to standards and ideals of character and conduct is of gravest importance. Otherwise where shall the people be made ready for the emotional crises of life, greater and smaller? There is nothing better than training in being 'good losers' to prevent personal tragedies or fatal discouragement and quitting under the difficulties of life that sooner or later come to all. In this connection the opportunities of play are greater than those of the ordinary subjects pursued in the classroom."

And so long as we keep constantly before us our objective of building more virile citizens for the future and so long as we dedicate ourselves to so high a purpose, we are destined to attain a goal which any person to whom "service" is the watchword may well envy us.

Twenty-one Milestones

(Continued from page 10)

10. Another event that received national attention was the set-up of the new Department of Health, Physical Education and Athletics at the University of Pennsylvania.

11. One of the most outstanding achievements in our profession this year has been the establishment of the National Physical Achievement Standards by a national committee which worked for four years. The educational significance of these standards can only be appreciated by a most careful study. There is a nation-wide interest in them and their use will mark a definite step in the development of physical education as a way of education.

12. The month of April marked the twenty-fifth anniversary of the National Recreation Association (formerly the Playground and Recreation Association of America). On April 12, 1906, when Theodore Roosevelt was president, the first meeting of the board of directors of this association was held in the White House as guests of the President. On Monday, April 13, 1931, at the White House in the Cabinet Room of President Hoover, the board of directors of this association celebrated their twenty-fifth anniversary. The president and members of the cabinet were present.

13. Another great occasion of much importance to physical education was the White House Conference on Child Health and Protection. In the voluminous reports of the different committees many statements were made as to the significance of play and physical education.

14. A word must be said about the famous intramural sports building at the University of Michigan. It is the only one of its kind in the country devoted solely to intramural sports. Details of the layout and construction of this plant cannot be given here. It is most complete and worthy of a personal visit.

15. Certification standards for teachers in health and physical education are constantly being raised by different state departments of education. A number of states are now requiring that physical educators to be certified as teachers in junior and senior high schools must have a Bachelor's Degree with a major in physical education.

16. During the past year a great number of physical educators have been pursuing further study for Master's and Doctor of Philosophy Degrees. This seeking of graduate work in education and physical education has shown a marked tendency during the past year.

17. Discussions are going on in the accrediting associations, such as the North Central Association, considering granting university entrance credit for physical education based on certain standards. The *Research Quarterly* of the A. P. E. A. and the *Proceedings of the 34th Annual Meeting of the Directors of Physical Education in Colleges,* testify to the growth of scientific studies being made in our field. Special mention must be made of the job analysis study as applied to physical education program, by N. P. Neilson, state director of California. The study made on a program of activities for colleges and high schools by William LaPorte and his Committee on Curriculum Research is most valuable. Another useful study is the one made by Dr. A. G. Ireland on certification.

18. Certainly mention must be made of the granting of the Certificates of Awards in recognition of outstanding service to our profession which was started this year at the Detroit meeting of the American Physical Education Association. That occasion will long live in the memories of those in attendance.

19. The past year has seen a growth in the development of play days. Development of county play days in the states of Maryland, Virginia, Alabama, Minnesota and Ohio have grown remarkably. In Delaware every county has a play day.

20. A high spot during the past year has been the widespread development of intramural programs. Philadelphia, Rochester, Columbus, Detroit, Wichita and other cities have developed some very adequate programs of after-school play and intramural sports.

21. Not only has there been a development in the indoor and outdoor facilities of physical education, an increase of time allotment, a growth of trained physical education teachers, an increase of state certification standards, and a recognition of physical education as part of education, but there has also been the perfection of physical education programs based on educational procedures and standards.

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Second edition. An original statistical investigation into the correlation of smoking with scholarship, intelligence, and athletic ability at Antioch College. The chapter headings are: Tobacco and Physical Efficiency, Intelligence and Scholarship, Light and Heavy Smokers, Do Smokers Deteriorate?, Inhalation, Three Theories, Why Men Smoke and Why They do Not, The Years of Indiscretion, Like Father Like Son.

The Vitamins. Dr. H. C. Sherman and S. L. Smith. The Chemical Catalog Co., Inc. 575 pp. $6.00.

Second edition—entirely rewritten—A. C. S. Monograph No. 6. In this modern age of science, invention and industry, chemistry plays an important part in our civilization. This broadly inclusive text gives us, with unusual success, new knowledge of the vitamins. Each of the six vitamins is treated separately in its various aspects—the physical properties, the evidence as to purely chemical nature, the biological relationships and occurrence in nature, the methods of determination, the distribution in foods, and the significance as a factor in food values and in relation to nutrition and health. The authors have kept in mind the interests of all probable readers and particularly so in the comprehensive bibliography.

Practical Hygiene Series. No. 1: Our Journey of Growth. 250 pp. 80c. No. 2: Our Health Foundations. 276 pp. 88c. Francis M. Walters, A.M., Sc.D. (Hygiene)—D. C. Heath & Co.

Volume 1 is for the primary grades and stresses the attainment of right attitudes and health giving habits.

Volume 2 is suited to the capabilities of pupils in the upper grades of the elementary school. The author has kept in mind the necessity for an elementary knowledge of the science of the body in regard to structure and functioning, and has introduced only those facts which have appeared to have a hygienic bearing. This enhances the value of the book. Suggestions for the home and school and questions are included at the end of each chapter. Attractive illustrations.

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Safety and Health in Organized Camps. J. Edward Sanders. Publication of the National Bureau of Casualty and Surety Underwriters Educational Series, Volume III. 133 pp.

A presentation of statistical data and findings from the standpoint of camp safety and health. This information is the result of a study for the years 1929 and 1930 of some sixty camps. The safety and health conditions for the successive years together with a general summary of the problems with suggested possible remedial measures and state supervision is included. There are also a number of valuable tables.

Textiles and Clothing. Ellen B. McGowan, Ph.D., and Charlotte A. Waite, M.A. The MacMillan Co. 344 pp. $1.32.

Revised edition. This well constructed book has been designed principally to meet the need of high school students and, through them, of home makers. It may be of service to salespeople or to teachers looking for reference material. Interesting chapter on economics and hygiene of clothing. Contains questions and problems for further study after each chapter. Excellent bibliography and illustrations.

Safety Education. Idabelle Stevenson. A. S. Barnes & Co. 347 pp. $1.00.

A storehouse of practical values for those who are interested in a program of activities for promoting and stimulating "Safety Education." The author has had training and experience as the Executive Secretary of the National Safety Council. Contains excellent teaching material and a selected and working bibliography.

Crippled Children. Earl D. McBride, B.S., M.D., F.A.C.S. C. V. Mosby Co. 280 pp. $3.50.

A book which answers one of the great needs of today. Aims to give the general public an understanding of the problem as well as to be informative to the nurse, social worker, parent, and orthopedic surgeon. A valuable aid in teaching the importance of early recognition of the conditions together with clear descriptions of the usual affections, method of treatment, and of the results obtainable. This book is an excellent source of information from the standpoint of Therapeutics. Scientific data with 159 illustrations.

Die Fusshaltung ein Geitrag Zur Stilgeschichte Der Menschliehen Bewegung. By Dr. Karl Gaulhofer. Published Rudolph'sche Verlagsanstalt-Kassel. 271 pp.

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